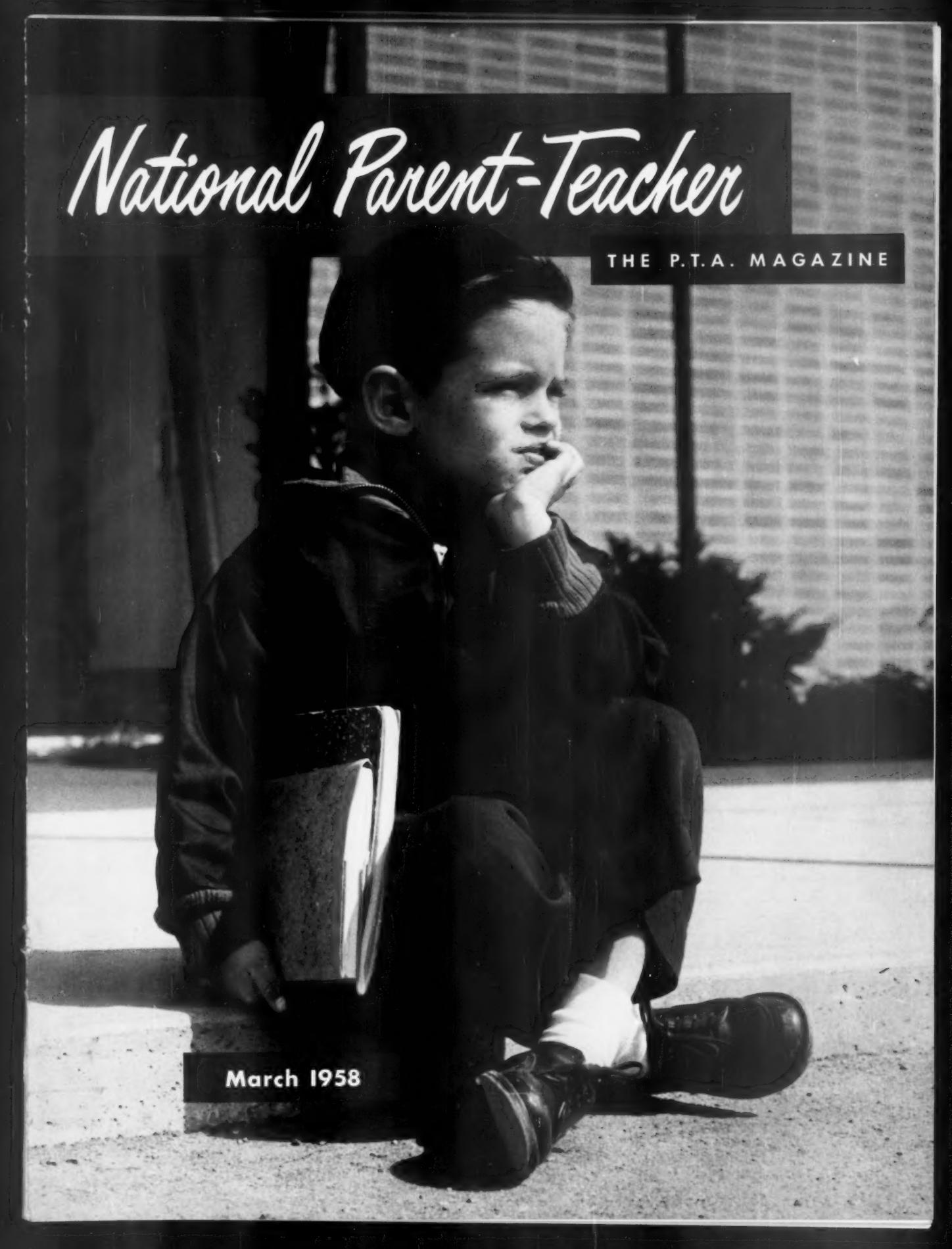


# National Parent-Teacher

THE P.T.A. MAGAZINE



March 1958

# Objects of the National Congress of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



Membership  
of the National  
Congress  
of Parents and  
Teachers, as of  
April 15, 1957, is

10,694,474

## Coming Next Month

### Why All These Young Marriages?

HAROLD T. CHRISTENSEN

In 1956 there were 284,000 wives and 12,000 husbands under eighteen. Why do so many marry so young, and what are their prospects for lifelong happiness together? Thoughtful answers come from the chairman of the sociology department at Purdue University.

### Confidentially Yours: Parent to Teacher, Teacher to Parent

CHRISTIAN W. JUNG AND MADELINE HUNTER

Dr. Jung, a parent and educator who is also president of the Indiana Congress of Parents and Teachers, and Miss Hunter, a gifted teacher, speak frankly about the emotional barriers that still tend to separate the most important persons in a child's life.

### Time Out for Teaching

THOMAS D. MacOWAN

Do fund drives, essay contests, dramatic skits for community programs—worthy enterprises all—consume too much of the teacher's (and the students') time? An educator says yes and suggests workable ways of coping with this problem.

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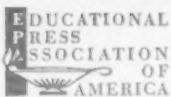
# National Parent-Teacher

VOLUME 52

NUMBER 7

THE P.T.A. MAGAZINE

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## Contents FOR MARCH 1958

The President's Message	
Homework for Every P.T.A. ....	Ethel G. Brown
	3

### ARTICLES

Maybe "Delinquency" Isn't the Right Word .....	Joseph D. Lohman
How He Makes Scholarship Popular.....	Frances V. Rummell
Practice in Being Global Neighbors.....	Paul E. Smith
The Future of Virus Research.....	Thomas M. Rivers, M.D.
A Line on Children's Problems.....	Henry H. Work, M.D.
Publishers' Choice: The Year's Best Books for Junior High Readers.....	Kenneth I. Taylor
A Firebug in the Family .....	Bette Casperian
	30

### FEATURES

Notes from the Newsfront.....	11
What's Happening in Education? .....	William D. Boutwell
Come In, World.....	21
Ideas at Your Service.....	National Chairmen
Worth a Try.....	25
P.T.A. Projects and Activities:	
A Right-size Project Suits Glencoe.....	Roslyn Rosen
Growing Up in Modern America: Study-Discussion Programs	
Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duvall	35
Motion Picture Previews.....	38
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IF THE MOUNTAIN CHILDREN OF KENTUCKY can't get to a library, the library will come to the mountain, thanks to the P.T.A. Throughout rural America—mountains, valleys, prairies, and farmlands—parent-teacher associations have worked successfully to promote the use of bookmobiles like the one in this picture. Here the pupils of Cary School, Bell County, Kentucky, eagerly wait their turns as the traveling librarian checks out the newly selected books.

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THE PRESIDENT'S  
MESSAGE



# Homework for Every P.T.A.

ADD A SPECIAL EVENT to your calendar: "Teaching Career Month," to be inaugurated in April by the National Education Association. Cooperating with the N.E.A. are more than fifty professional and lay organizations, including the National Congress of Parents and Teachers. The purpose of this venture? To focus national attention on the need to recruit, train, and retain top-quality teachers.

Here is an event that parent-teacher members will gladly observe. Acutely aware of the neglect that the teacher shortage spells for our children—and in the long run for our country—P.T.A.'s are already hard at work to help their schools get good teachers and keep them. This they are doing through scholarship and student-aid programs (one state congress, California, now spends more than \$175,000 a year on scholarships for promising college students); through their support of strong counseling services that encourage young people to enter college; and, working with the school board and school officials, through the establishment of salary schedules that will attract teachers of high caliber.

SURELY IT IS NOW ominously plain to everyone that first-rate schools and teachers are not a luxury but a necessity for national survival. Hence to serve our children and our country, we know that we must not only intensify our present efforts but take advantage of new opportunities to recruit more top-flight teachers. "Teaching Career Month" is such an opportunity.

It is also an opportunity to disabuse ourselves of the idea that the Russian system of education is superior to ours and that what will save us is a crash program in science. The fact remains that since 1901 Russia has won two Nobel prizes in science; the United States, thirty-five. As a free people we chose to concentrate our scientific genius and skills on the kinds of research that add up to human betterment. These skills, technological prowess, and stamina can be counted on to overtake Russia's rocket-missile lead.

Another fact should give us pause: The brains that made possible our great advances in medicine—to

name only one science—and that also gave us the highest standard of living known to history are products of our schools. These are the same schools about which we've suddenly become so sensitive. These are the schools whose ultimate goal is an informed, responsible electorate. And to this end they seek to provide a complete, balanced education for all the nation's children.

NONE OF THIS means that we are unmindful of the imperfections that exist in our educational system. Nor does it mean that we can afford to be negligent about wiping them out. The task is clear, and the task is ours.

For the decisions that shape educational programs will continue to be made by American citizens in their own communities. The demands of the scientific revolution require daring, inventive, generously informed minds, not only in science but in all other areas of human thought and action. If we would continue to assure this nation an ample supply of such minds—and this is a decision that depends upon the people—we must have enough gifted teachers to train the young. There is no other way.

In his message of congratulation to the National Congress on its sixty-first birthday, President Eisenhower expressed his faith in the P.T.A. in these words: "For the sake of our national security and the future career of each young citizen, I am sure the members of the P.T.A. will continue to play their responsible part in the improvement and expansion of education in our free society."

We are determined that the President's faith shall not be misplaced. We are confident that out of a vigorous parent-teacher partnership will come the schools and teachers we need—and in sufficient number to safeguard our national security.



President, National Congress of Parents and Teachers



© David W. Corson from A. Devaney

IF DELINQUENCY WERE DETERMINED solely in terms of occasional misbehavior, very few children would escape being judged delinquent. Often a child's misadventure would remain no more than that if the community had not taken note of his act—and in such a way as to make it a continuing influence on his and the community's future.

Indeed branding a child a delinquent is fully half the delinquency problem. What went on before takes on a new meaning when a young person is adjudged delinquent. Fortunately, in most instances, those close to the youngster do not reject him or put the mark of disgrace upon him. It is because the family, church, school, and other local institutions can, and do, redirect the occasional nonconformist that most young people do not shape their careers in the shadow of an unfortunate misdeed.

But when wrong deeds excite the attention of the

Sheriff Lohman, a  
distinguished sociologist,  
takes a hard, straight  
look at our  
treatment of delinquents  
and shares with us  
his misgivings about it.

# Maybe

## JOSEPH D. LOHMAN

*Sheriff of Cook County, Illinois*

wider community and the law is invoked, a very different process is initiated. It gives the young person a new name—juvenile delinquent. The new name gives him a new identity and sets him apart. Along with the forces that prompted his initial error, it may motivate further misbehavior. It persists as a baleful influence in his life.

The handling of juvenile misbehavior, then, is crucial. Whether a misbehaving youngster is confirmed in his misdeed and pushed into further offenses, or whether he is guided back to the right path, usually depends on factors apart from the youngster and his behavior. It depends on such variables as community attitudes toward children, the quality of courts and other law-enforcement agencies that deal with juvenile misconduct, and the availability of social agencies and other resources to help children and families.

### Names Can Hurt

To be labeled a juvenile delinquent is a very serious thing. Today the term is one of disgrace. It was not intended to be. Our children's courts were established in recognition of the fact that a child is not mature enough to be fully responsible for his acts. Therefore he should be handled in a specialized court and treated differently from the adult law breaker. The term *juvenile delinquent* was meant to keep the child out of the classification of criminal and convict. But today *juvenile delinquent* has become a label as stigmatizing as *criminal* or *felon*. It is likely to have the same effects on the individual.

But what do we mean by juvenile delinquent and juvenile delinquency? There is a vast amount of confusion over the terms. Even in legal definitions

# "DELINQUENCY"

## *Isn't the Right Word*

there is no uniformity. Statutory codes of the different states and local governments differ widely. There is no agreement even on the age limits for the juvenile group. The lower age limit is not designated by most states, but it is generally considered to be seven. The upper age limits also vary, ranging from sixteen to eighteen in various places. They may not be the same for boys and girls and may be different for certain offenses. Some states have special statutes requiring that young people between sixteen and twenty-one be handled somewhat similarly to juvenile delinquents. Furthermore, some local governments define *juvenile* more broadly than their state. In brief, there is no uniformity in distinguishing juvenile from adult criminals under the law.

Moreover, the circumstances that warrant defining an individual as delinquent are nowhere clearly stated, nor is there agreement between various jurisdictions. In a survey of the circumstances covered by the courts in the handling of juvenile offenders, the U.S. Children's Bureau lists no less than thirty-four separate conditions. The vast majority of these are forms of behavior commonly regarded as normal adolescent protests against adult authority—for example, smoking, frequenting pool rooms, "being beyond parental control," and sexual experimentation. This offers no help in establishing a coherent, logical basis for distinguishing delinquents from non-delinquents.

### **Some Say "Delete Delinquency"**

A delinquent child is, in fact, any child that the courts decide to call delinquent. Depending on the views of the particular legal body handling a case, any form of youthful misbehavior may be considered delinquency. One student of the problem has aptly applied the term "legal nihilism" to this confused state of affairs, and there are those who urge that the word *delinquency* be deleted from juvenile court statutes altogether.

Unfortunately the loose and ambiguous legal definition of delinquency is more than a problem of language. It remains a constant threat to the very children whom the juvenile court laws are designed to protect. It is a well-recognized fact that exposure of a child to the legal procedures of a court, however well intentioned, often constitutes a tremendously disturbing experience, a deep emotional shock.

More often than not, defining a youth's actions to him as those of a delinquent intensifies the conditions that promote delinquency—the very conditions the community seeks to combat. Some of the courts perceive the danger, as the following excerpt from a court record shows: "The judgment against a youth that he is delinquent . . . will reflect upon him for life. It hurts his self-respect. It may at some inopportune, unfortunate moment rise to destroy his opportunity for advancement and blast his ambitions to build up a character and reputation entitling him to the esteem and respect of his fellow men."

The blurring in the public mind of the beneficial distinction between the juvenile delinquent and the adult criminal affects the operation of the children's courts. These public agencies cannot discharge their unique and specialized function of providing for the treatment and rehabilitation of erring youth without able administration and public understanding and support of their purposes. All too frequently these are lacking.

A distinguished jurist, Judge Justine Wise Polier, tells us in a few succinct phrases what children's courts are like. "They have in many cases," she says, "become mausoleums erected in memory of the noble idea of treating and rehabilitating children. We have had these courts for more than half a century, established as a result of the devoted efforts of citizens who wanted to attack the delinquent child's problems at their roots. But from the beginning the community has taken these for granted. Interest in

the choice of judges, in adequately trained personnel, in the court as a living institution, has steadily declined. Too often the fact that a children's court exists has been used to lull our sense of moral responsibility for children in trouble. Too often it has given demagogues an opportunity to foist on the public the idea that the children's courts have failed and what is needed a 'a taste of jail.'

What has been said about the courts applies equally to the police and other law-enforcement agencies. When misbehaving youngsters come to the attention of the police, it is not always because their offenses are serious. Sometimes the offending act—drinking, for example—is one that the youngster regards as normal behavior in his community. He is startled by the exaggerated concern adults express at his activities.

### The Wrong Focus

Often, in a single arrest, youngsters who are out with the gang for the first time are taken into custody along with persistent offenders. Usually there is no attempt to understand the individual's background and the reasons for his behavior. At the point of arrest, the police are interested in offenders and offenses, not in maladjustments. The emphasis is nearly always placed exclusively upon arrest and detention.

At the police station the juvenile is either turned loose or turned over to the juvenile court authorities as a result of the arrest. The criterion for choosing between "station adjustment" and referral to the court is vague, uninformed, and frequently irresponsible. Upon reflection it may appear strange that the police have no more positive role to play than to offer the offender the alternatives of a "pass" or a court referral and record. Certainly this is a very negative use of the discretion that police ordinarily have in dealing with young offenders.

A study of 402 separate police departments made by the U.S. Children's Bureau in 1952 revealed that station adjustments were made in 82 per cent of the cases handled by police departments having juvenile specialists. Departments having no juvenile specialists handled by station adjustment 73 per cent of the children coming to their attention.

This indicates that a greater number of station adjustments can be made by police departments that employ juvenile specialists. Since a station adjustment bears the stamp of official police action, it should be the result of careful study, evaluation, and planning—although this is seldom the case.

Police juvenile bureaus have developed helter-skelter in response to two opposing public senti-

ments. The first is the public's desire to have the police distinguish juveniles from adult criminals and handle them differently. The second is the public's demand that the police apprehend "young hoodlums" or juvenile "wolf packs."

It is from these agencies of law and order, the police and the courts, with all their inadequacies and confused standards and practices, that the young person receives his official label of juvenile delinquent. The young offender carries back to his community the brand of an experience that will remain with him permanently. His experience makes him sure of only one thing: that he is somehow different from, and worse than, other youngsters. This opinion is dramatized for him by the whole range of law enforcement, detention, and judicial procedures that he has undergone. On his return to the community this new view of himself is reflected not only in the eyes of adults but also in the eyes of young people his own age.

If he lives in a neighborhood where delinquency is prevalent, the returning offender will be welcomed back by the street corner gang as one who has acquired the necessary symbols of delinquent status. If his community is one that honors the moral and legal code, he is likely to be rejected and hence alienated from conventional standards. Both these community reactions confirm the delinquent's idea of himself—one that has resulted from a purely negative contact with the police and the courts. This process of rejection by the community and conflict with law-enforcement agencies is seldom corrected, once set in motion. The youngster—and the gang—graduate into new forms of delinquent behavior. The vicious spiral continues at an increasing pace until the first offender comes to look upon himself as a delinquent and thus places himself forever on the wrong side of the law. This is why the mishandling of juvenile offenses is so crucial. It can push the youngster toward a life of adult crime.

### Substituting Facts for Fancies

The public is genuinely concerned about the delinquency problem. But doing something about delinquency means that the public, the larger community from which crime springs, must decide to do something to itself. And if we are to do something that will really make a difference, we may have to change our attitudes, modify some traditional views and customs, and alter our own personal and social relations.

To deal effectively with delinquency we need not concentrate on finding new formulas or methods or revealing hitherto unknown facts. In the main we need to make use of what is already known and present this knowledge as an antidote to popular fears and fancies. These may help society to satisfy its own needs, its own emotional requirements, yet they have

*This is the seventh article in the 1957-58  
study program on adolescence.*



© H. Armstrong Roberts

little if anything to do with the fate and future prospects of the human being who has erred.

In other words, proposals for dealing with delinquency must take note of public attitudes as well as of the invention of adequate techniques. For if we adopt those techniques without revising certain of our popular beliefs we shall be left just where we are. The ancient views must be challenged, and more frequently than not the public may find that they are in outright conflict with the results of objective research.

What are some of these cobweb-like myths that obscure the thinking of the average citizen? Here are a few of the ghosts that should have been interred long ago but continue to bedevil the public:

1. *All delinquents are alike.* The fact is that delinquents are alike only in the common name we give them: delinquents.

2. *Severe punishment is the supremely effective deterrent to delinquency.* It is the swiftness and certainty of justice, not the severity of punishment, that impresses children.

3. *The delinquent has been effectively treated if he is removed from our sight.* Every youngster must one day return to the community. We take an enormous calculated risk by placing him in a correctional institution.

4. *The first offender should be merely admonished and thus given another chance.* The fact is that this usually breeds contempt for the law. If we want to give a youngster a real chance, we will determine his

underlying needs and put him in touch with persons or agencies equipped to cope with those needs.

5. *There is a single and simple solution for the delinquency problem.* There is none. But if we look at the problem in its relation to the community, we may be able to bring to bear on it whatever resources of community life relate to each child's needs.

Once a community has buried the popular myths, it can get down to the business of building a well-rounded, integrated program of prevention and control. What are the specific facts about delinquency in your community? How much delinquency is there? In what sections is the incidence especially high?

#### **Needed: A Stronger Community Conscience**

We know that 50 per cent of all juvenile offenders are reported from areas of American communities in which only 25 per cent of the youthful population lives. In short, one quarter of the population lives where one half of all delinquency and crime originates. These areas deserve major attention. If we look at them, we find inadequacies, shortcomings, and malfunctioning in the institutions and agencies important to children's welfare—the home, the school, the peer group, the police and other agencies of correction. In hidden and generally unknown ways these institutions alienate and estrange young people.

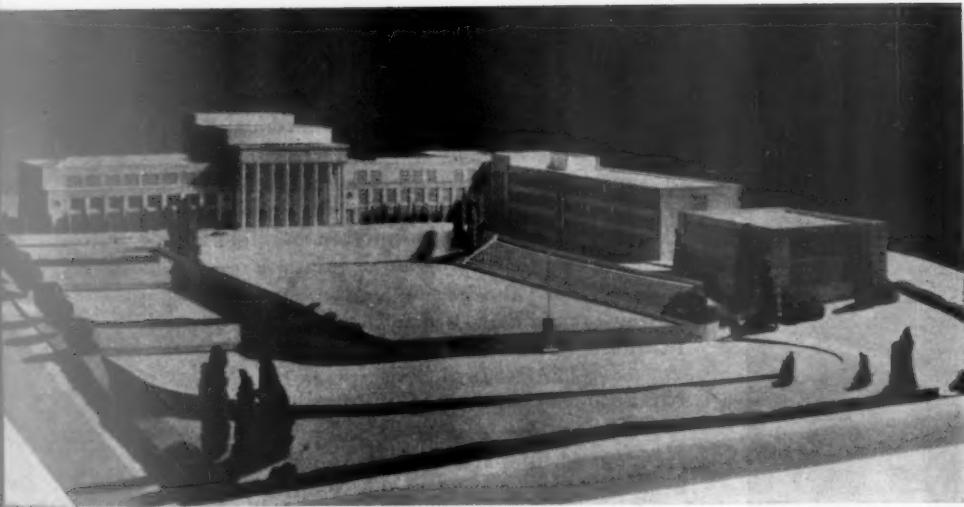
The family, the school, the church—the institutions that traditionally provide children with their basic security and guidance—must be strengthened. The community must provide and improve services that help children and families to live a wholesome life—health and police services, recreational opportunities, family counseling, child-care centers, aid for working mothers, parent education, and the like.

At the same time our police services and the courts that deal with child and family problems must be examined. We must enable them to carry on more than the merely negative measures of arrest and detention. We must strengthen their capacity to do constructive work.

Because juvenile delinquency is a projection of community life, as such it reflects in time and space the changes that the community is experiencing. On the one hand it is related to long-existing local conditions. On the other hand, it is related to the stresses and strains that accompany nation-wide movements of our changing population. Only if we regard our children in the light of the conditions that are shaping them can we rescue those in difficulty or anticipate their problems adequately.

Parents and teachers, as citizens responsible for good police services and courts, should be prepared to deal understandingly and constructively with juvenile misconduct. To anticipate the problems of youth and to handle them wisely when they arise is no small assignment. It calls for effective mobilizing of all the resources in all our communities.

# How He



The noble façade that fronts the auditorium of George Washington Senior High School suggests a classic colonnade where philosophers might stroll in meditation. The splendid stadium enables the young scholars to exercise their bodies as well as their minds. This architect's model shows you just how the school looks today.

IF YOU want to see how scholars are made, visit San Francisco's huge, handsome George Washington Senior High School, which overlooks the Golden Gate.

There teachers encourage work that stresses original thinking rather than mere technical accomplishment. For example, I met a gangling, bright-eyed English student who had just finished a masterful ten-thousand-word paper comparing the wit of George Bernard Shaw with that of Shakespeare. "I read every play they both wrote," he said. This outside study took a year.

These students would have hooted at a social studies class I recently visited in another state. There the boys and girls studied telephone etiquette, then went on to discuss how to have a successful date!

In physics, a budding scientist was trying to build a cloud chamber of the expansion type. In a social studies class, juniors were debating Toynbee's theory that civilization develops in the most challenging environment, languishes in the easiest.

In a city and state long proud of their educational standards, the 2,676 students of George Washington High hold the spotlight, are among the acknowledged champions of scholarship. Last spring Robert Gordon Sproul, president of the vast University of California, broke tradition by personally visiting the school to confer his university's fifth consecutive award-of-merit scholarship certificate. Addressing the assembled young people as "my fellow students," Dr. Sproul declared George Washington High "the best academic high school in the state."

This was the students' day, and they deserved it. Once again their graduates had scored the state's highest collective grade-point average during their first year at the university. Here is a typical sample:

**Inspired teaching based on an exciting concept of high school education has produced amazing results in a California school. The students are no different from young people elsewhere. Perhaps it could happen in your town.**

Of twenty-four graduates enrolled in freshman chemistry during one recent semester, nine earned grade A, twelve earned B, and three stragglers got C. That same semester thirty-eight graduates from other large West Coast high schools received no A's in chemistry, only seven B's, and some failing grades.

More recently, the California legislature passed a resolution honoring George Washington High and its principal, and today, with educators hard at work trying to improve the schools, the principal is swamped with schoolmen bringing their questions. How does he manage? What about teachers? Where does he get his selected students?

## Choice Mixture

The principal—a hearty, graying, bespectacled giant named O. I. Schmaelzle, who wryly says his name rhymes with "palsley"—is a graduate in the social sciences from the University of Illinois and from Stanford University. Contrary to local opinion, his student body is not exceptional—that is, beyond its vivid heterogeneity. Even in polyglot San Francisco these teen-agers are unusually cosmopolitan. They are Scandinavian, Chinese, Irish, Slavs, Polish, French, Negro, Japanese, German, Greek—all Americans, but some only second generation. About one third are Catholic, one third Jewish, one third Protestant. Under San Francisco's school districting regulations, children enroll from other parts of the city, as they do in all local high schools. The George Washington High students differ from others in only one respect: They *do* become superior students.

Grinds? Not at all. Schmaelzle carefully sees to that. Seventy per cent of his boys are engaged in athletics. In the past ten years George Washington

# Makes Scholarship Popular

FRANCES V. RUMMELL

has won more than half of the city-wide athletic championships. But I heard the athletic coach describe his basketball star to the student body as "the boy who studies geometry between halves." Obviously these youngsters learn to put their minds to whatever they're doing.

What is really exceptional about the school is purely a matter of attitude, beginning with Schmaelzle's independent ideas about his administrative job. With optimism that looks either foolhardy or courageous, depending on where you sit, he leaves virtually all instructional problems to his teachers, and, with equal finality, the management of student behavior and student affairs squarely with his student council. "Every wheel ought to turn on its own axle," he believes.

Actually this cool delegation of authority may explain why the school's intellectual maturity is everywhere apparent. In the autonomous classrooms there is relaxed, imaginative teaching, and there is learning. In the corridors between classes and in assemblies there is remarkable order. Student monitors are on the alert as patrols, and you just don't see any horseplay.

While all this reveals a happily disciplined *esprit de corps*, Schmaelzle insists that his school's real success begins and ends with its teachers. To recruit them, he scouts other school systems with the fervor of a big baseball league manager. Often he observes a prospect in his own classroom for a period of several days. "You just can't find spontaneous, enthusiastic teaching in any other way," he explains.

## Top Teaching Talent

Hand-picking teachers who can present their subject in "all its intellectual fascination," Schmaelzle is keen about exceptional subject-matter preparation and high scholarship. Today he has on his faculty a liberal sprinkling of both Phi Beta Kappas and Ph.D.'s. He believes teachers should have broad-gauged personalities and live in a world wider than their own narrow specialization.

His faculty boasts a physiology teacher who has a degree in the social sciences as well as the physical; a counselor who enjoys trekking through the Belgian Congo or hunting along the Amazon; a librarian who is a beautiful figure skater and skier. There is a social studies teacher who lived for years in the Orient

and specializes in Chinese philosophy. Thus he is able to achieve with his classes what few universities in the nation have yet attempted: He demonstrates the role of the Eastern as well as the Western world in our cultural heritage.

In interviewing applicants, Schmaelzle doesn't like "easy" teachers, explaining succinctly, "They get run over." He is jaundiced about pedagogical courses as preparation for teaching, feels that these courses take valuable time away from subject-matter preparation. "A man or woman can learn to teach on the job," as he puts it. "But Heaven help the teacher who has to learn the subject on the job."

## Ban on Busy Work

Since San Francisco pays at least two thousand dollars more than the forty-five-hundred-dollar nation-wide median teacher salary, the principal has little trouble getting good teachers. But that's only half the battle. The other half is keeping them good. Consequently, Schmaelzle guards the sanctity of the classroom by permitting no interruptions and by sparing his faculty the customary enervating non-teaching duties. He even gives them adequate clerical help. "The teacher's actual load," he says, "is very different from his teaching load."

Teachers are free not only for their key job of teaching but to keep up with developments in their fields. During the past two years five teachers in the field of science alone have studied in leading universities under fellowships. As a physics teacher told me, "After all, nuclear physics wasn't taught when I was in college." Several years ago he took undergraduate work to catch up. More recently, one of his students proudly told me, "He has worked on both the cyclotron and the bevatron at the University of California."

Before Schmaelzle began his principalship at George Washington Senior High School thirteen years ago, he directed San Francisco's model counseling and guidance services, and today every George Washington High School student has counselors to advise and support him. Giving a battery of tests, they assist in planning the three-year program and, incidentally, see to it that the students take solid work and don't load up on snap courses. An impressed sophomore explained it this way: "IQ means 'inner quest' as well as 'intelligence quotient.' We've got to have purpose as well as brains."

Every new student takes an orientation course

called "How To Study," and it begins by teaching a perfectly sensible, if abrupt, idea—that scholars no less than athletes must be conditioned. If the football team can eat spinach while training, would-be scholars can follow an early-to-bed, early-to-rise regimen to condition themselves mentally. "Plan on homework every night all year," Schmaelzle tells them. "What you achieve here will determine the next fifty years of your life."

### Standards for Scholars

The principal believes that his school's biggest booster for scholarship—aside from the quality of his faculty—is the well-defined series of goals his teachers have worked out. These have "built-in incentives," and, besides, boys and girls cotton to the idea of goals, which give the dual feeling of purpose and progress. Here are the main ones:

Every student must pass a critical examination in English at the end of each semester during all three years. Given a choice of subject, the youngsters write spontaneously, but standards of grading are inexorable. One failure to punctuate correctly or one fragment used in lieu of a sentence may cause the writer to fail the course. Though most pass with flying colors, the less ambitious are always stunned. "Do you mean," they ask incredulously, "that leaving out one little old comma could flunk me?" And I heard the English teacher reply, "One little old cotter pin left out of your hot rod could be the difference between life and death." Youngsters snap to, learn that a part of education is the mastery of infinite detail.

In the perfecting of English, it's a great help that every teacher teaches it. The biology teacher requires misspellings to be corrected. The chemistry teacher requires revision of awkward sentences. In fact, a hard-boiled history teacher showed me papers he had marked "Unacceptable" because of careless English. All this means extra work, but the teachers know that it's worth it. For example, of the students from northern California who take the University of California's entrance examination in English, only 50 per cent normally pass. Last year, typically, 86 per cent of the George Washington students passed.

Next, every student knows he must pass a comprehensive examination in mathematics at the end of his junior year. If he fails it he must, as a senior, take a semester's refresher course in general math in addition to his regular program.

Every student must learn, too, how to use research facilities and methods. As a sophomore he is introduced to the library's reference materials, and in history and English he has plenty of opportunity to use them. Since teachers like to demonstrate the kinship of one subject to another, many students practice research techniques by working with several teachers at once. One able senior, under his history and English teachers, recently prepared a brilliant

paper on outstanding Civil War authors and their place in the nation's intellectual development. Both teachers helped guide his reading, and each one evaluated the paper from his own point of view.

### Pause for Reflection

With all rungs leading up the scholastic ladder clearly marked, counselors and teachers know where a student stands as they encourage him upward. But Schmaelzle likes an occasional pause now and then just to dramatize in a quiet way the appeal of scholarship. Three times every semester he sets aside what he calls "Closed Week." All extracurricular activities—games, rallies, dances, plays, debates—are brought to a monastic halt, and for one week teachers encourage their youngsters to relax, look within themselves, and measure their capabilities against their achievements. Unembarrassed by honest sentiment, Schmaelzle explains, "It's a good idea to pause for spiritual refueling and personal inventory."

Schmaelzle does not believe in separating the gifted students (or the slower ones, either, although remedial classes are available). Instead he quietly prefers to "cultivate brilliance" by encouraging courses in which only the able seem interested. These are the seminar courses in social studies, English, mathematics, and science. The equivalent to first-year college work, their enrollment naturally restricts itself to the proved scholars.

In his outside work the seminar student has a chance to demonstrate his ability in independent, creative research. There is no overdependence on encyclopedias. On the contrary, the teacher's problem is usually one of containing enthusiasm. Often the projects are too ambitious for the school's laboratory equipment. In fact, one lad's theories currently require a cyclotron for his experimentation, and his is a case of complete frustration. But students who need to supplement their laboratory equipment can usually study in San Francisco's nearby Academy of Sciences. While they do independent research, their experiments often attract the interest of the academy's kindly professors, and then anything can happen. A perfect example is that of the physiology student whose interest was excited by the famed aquarium at the Academy. He began to study fish anatomy and to help officials mount specimens. He ended up becoming a full-fledged ichthyologist.

Such students regularly capture top awards in the Bay area's science fair. Some recent winners: a chemistry student who pioneered a system of electroplating with paste; a young physiologist who set up a new system of measuring transpiration; and a would-be biologist who studied the effect of streptomycin on the animal and plant portions of *euglena*.

Naturally such courses whet the appetite for higher education. Every spring, counselors take eager groups

(Continued on page 40)



## NOTES from the newsfront



**The Tranquil Motorist.**—Alcohol and driving don't mix, we know. But what about tranquilizers? The increasing consumption of the worry-cutting pills worries the National Safety Council and the American Automobile Association. Both have launched research on the relationship between such drugs and traffic safety. No firm conclusions have been reached as yet, but both groups warn motorists that tranquilizing drugs may reduce alertness and impair reaction time.

**How Women Look at Men.**—Women who buy apparel for men invariably buy too big and too bright. This is the conclusion of New York department stores after the post-Christmas flood of gift exchanges, according to the *New York Times*. Men, the store experts say, want ties with good stripes and manish prints; women choose flamboyant, fancy patterns, and back they come! Wrong-sized clothing also comes back—all of it too big. Women never seem to underestimate their men. Bright and big is how they see them.

**Mad About Medics.**—The first choice of high school girls for the man they would most like to marry is a physician, according to a study of high school seniors recently made by investigators from Teachers College, Columbia University. This choice was made by 24.8 per cent of the girls. Electrical engineers were the second choice, with 21.5 per cent of the girls voting for them. The study also showed that high school seniors of high scholastic aptitude, both girls and boys, are interested in careers in science and engineering and have a genuine respect for scientists. (This study, interestingly enough, was conducted before any man-made moons were launched.)

**Researchers Please Note.**—One of the cancers most prevalent in Southeast Asia is found among persons who smoke cigars with the lighted end in their mouths.

**The Seal of Service.**—Easter seals are symbols of hope and opportunity for the nation's crippled. They help provide treatment, equipment, educational opportunities, and ultimate independence for the physically handicapped. Who wouldn't give crippled children and adults a chance for complete rehabilitation? You can do so by contributing to the Easter Seal campaign, March 6 to April 6.

**Market for Feminine Intuition.**—Do women have an aptitude for scientific research? Indeed they do, according to A. B. Kinzel, one of America's top industrial scientists. "When it comes to science," says Dr. Kinzel, "women may seem a bit more emotional and less objective than men. But they are also more intuitive and less inhibited in their thinking. Intelligent women are less likely than men to take it for granted that a thing can't be done. They are more likely, therefore, to come up with a fresh approach to a problem." At present, although women make up nearly one third of the nation's working force, only one out of twenty scientific workers is a woman.

**They Read, Thanks to TV.**—Television, it seems, is able to penetrate into areas where other educational mediums would find it almost impossible to exert an influence. A case in point: When Station WKNO-TV in Memphis presented a streamlined course in reading and writing for illiterates, nearly a thousand persons enrolled. A research specialist who studied the project came to the conclusion that TV was the only means whereby these persons could have been reached.

**More Tongues for Americans.**—Marion B. Folsom, Secretary of Health, Education, and Welfare, urges federal subsidies to spur the teaching of foreign languages. Where do we stand on the teaching of languages now? A survey of 971 colleges and universities, made by the Modern Language Association in

1956, revealed the following: Thirty-eight institutions offered no courses in modern foreign languages at all, and 493 reported courses in French, Spanish, and German only. Only 29 schools taught Chinese; 22, Japanese; and six, Hindu-Urdu (a language of India). Russian was taught in 183 schools. Less than half of our public high schools give instruction in a modern foreign language.

**Happy Accidents.**—Smallpox vaccine, penicillin, and saccharine all have one thing in common—they were discovered by accident. Medical history is filled with "happy accidents" like these. Of course such discoveries are never pure luck but come about only because the men who make them are alert enough to fathom their usefulness. Now medical educators are wondering whether serendipity (the technical word for "the gift of finding valuable or agreeable things not sought for") can be cultivated and developed in scientists and turned into a tappable human resource. They believe that the key to much future medical progress may very well be more researchers who are "happy-accident-prone."

**The Supermarket and You.**—While you shop in the supermarket, psychologists and merchandising experts are watching you. Here are some of the things they have discovered about your buying habits: For every three items you plan to buy in a supermarket, you'll buy seven you didn't plan to buy. You'll buy a packaged item and pass up products which are sold in bulk. You do most of your shopping once a week, and spend an average of one hour a week in the store. You pay cash; your weekly expenditure for your family is around \$25.

**Courteous Correspondent.**—The American editor H. L. Mencken invented a happy formula for answering controversial letters. To each one he replied simply, "Dear Sir: You may be right."

*Osvaldo Passos, a visitor from Brazil, chats with a group of enthralled boys and girls at the Parkside School, Silver Spring, Maryland.*

# Practice in Being Global Neighbors

**Learning to be good global neighbors  
can be as easy as falling off the international  
date line.**

**PAUL E. SMITH**

*Secretary, Committee on International Relations  
National Education Association*

A HUNDRED YEARS AGO there were only ten international nongovernmental and three intergovernmental organizations. Today there are 980 international nongovernmental and 136 intergovernmental organizations functioning throughout the world. This amazing increase is evidence of the world's awareness that all nations are interdependent.

And just as the neighbors who live on our street are engaged in varied occupations, these international organizations embrace many fields of activity—commerce, economics, labor, law, science, education, religion, arts, literature, social work, and sports.

During 1956 international organizations assembled in seventy-five countries to conduct 1,118 meetings. Such global activity reflects a deep-seated yearning on the part of mankind everywhere to learn to know one's neighbors and to share experiences with them. The speed of modern transport has made these meetings possible, but man's desire to meet his neighbors has supplied the impetus and drive.

Even though many hundreds of people participate in international conferences and many thousands

*This is the seventh article in the 1957-58 study program on the school-age child.*



© USIA Photo by Pinto

travel abroad each year, the great majority of us remain in our own neighborhoods. Therefore, in these days when foreign affairs are everybody's business, we turn, as always, to the schools and the teachers for information about the people on our planet.

It is through their schools that our young people learn to practice being global neighbors, and the practices are diversified, exciting, and fruitful. The seniors in high school today have been in school ever since the United Nations was founded. Presently they will attain their full rights as citizens, and with those rights will come responsibilities.

## Citizenship Curriculum

From kindergarten on up the schools have tried to prepare children for the responsibilities of citizenship. Through early school experiences children discover their neighborhood, their community, their state, and their nation. Then they learn about their country and its heritage, its respect for the dignity and worth of the individual, its demands for justice.

Later, horizons are broadened to include neighbors and neighborhoods in other parts of the world as pupils acquire an understanding and appreciation of peoples and their cultures. They learn about the United Nations, and many of them come to grips with the concept of a "world that is governed" as distinguished from a world government. They are given an opportunity, too, to think critically about perplexing issues—tensions, barriers, and U.N. efforts, those that succeeded and those that failed.

Years ago William James wrote that "the deadliest enemies of nations are not their foreign foes but those that dwell within their borders, and from these internal enemies civilization is always in need of

being saved. The nation blessed above all nations is she in whom the civic genius of the people does the saving day by day, by acts without external picturesqueness, by speaking, writing, voting reasonably, by smiting corruption swiftly, by good temper between parties, by the people knowing true men when they see them, and preferring them as leaders to rabid partisans or empty quacks."

These are some of the values we are trying to develop through the schools, so that our young citizens will feel the obligation to extend the area of peace with law and justice and freedom. It isn't possible to note here all the ways in which teachers practice being global neighbors, but a few examples will show how far-reaching their endeavors have been.

In many communities there are teachers who have come from other countries. Some of them have changed places for the school year with a U.S. teacher. Under this program, now more than ten years old, many hundreds of American school systems have exchanged teachers with schools in other countries, mainly in the United Kingdom. The visiting teacher may be given a regular class assignment or may serve as a resource teacher who is available to the entire school system. A teacher from Mexico who spent a year in one of our cities taught four classes of conversational Spanish daily in two schools and then met with all the city's Spanish teachers in several after-school sessions a week.

In other programs involving persons from abroad the visits are for less than an academic year, and activities in local communities have been tailored to fit their schedules. These visits have been most useful in encouraging an exchange of ideas among children and grownups alike. Through the eyes of the visitors we frequently come to see some aspects of American education that we tend to take for granted. A visiting teacher may, for instance, ask "How do you teach democracy?" or remark, musingly, "The United States really *believes* in education."

Another resource that is used widely and wisely is the foreign student who comes to our colleges and universities. During the present school year there are about forty thousand foreign students in the United States. Many of these neighbors from abroad visit classrooms, civic clubs, and women's organizations to tell about their country, its needs and its aspirations. Without exception the young speakers help us to understand more clearly the basic similarities among peoples.

### A Home Away from Home

The American Field Service Exchange has evolved a program of considerable merit for students, one that grants scholarships to boys and girls from sixteen to eighteen years of age to study in the United States and abroad. Wherever they go, these young people live with families who serve as foster parents. One

young American wrote, "This ideal way of visiting a foreign country, by actually living with the people, was opened up to me through the American Field Service program. We ate, slept, had fun, relaxed, went to school, did daily chores, were tired, were happy together."

Other programs that give children practice in being global neighbors abound. For instance, there is a new kind of program called Share-Your-Birthday, which results in the election of a child ambassador. This is a "movement to encourage children the world over to give up one of their birthday presents to children of like age in other lands. So giving of themselves, they will better understand one another in later years and exchange cordial invitations and gifts instead of bullets and bombs."

Since 1954 child ambassadors have gone from the United States to France, Italy, and Greece. During 1957 eleven-year-old William Langell went to Pakistan, accompanied by an elementary school teacher, to represent the San Francisco public elementary schools that participated in this program. Twenty-eight schools in San Francisco had engaged in many activities related to Pakistan. These culminated in the election of their ambassador, who took the gifts as well as the good will of the children of San Francisco to the children of Pakistan.

The many projects and programs involving the exchange of persons literally bring the world to our door. And in keeping with the American tradition the door has been opened to thousands of visitors, who share with their new neighbors an understanding and friendship that know no border limits.

Closely associated with exchange-of-persons pro-



© Press Information Department, Government of Pakistan

When William R. Langell, a "child ambassador" from the United States to Pakistan, arrived at Karachi airport, a thousand children were on hand to greet him.

grams are the many affiliation activities carried on by schools, colleges, universities, and towns. An exciting town affiliation has been in effect for several years between Hagerstown, Maryland, and Wesel, Germany. This sister-city endeavor started after some visitors from Wesel came to Hagerstown in 1954, and many interesting relationships have developed. There is a teacher from Hagerstown in Wesel this year. The daughter of the mayor of Hagerstown is engaged to the son of a judge in Wesel. The romance blossomed after the mayor's daughter, Sally Jane Burhans, spent a year in Wesel as an exchange student.

Affiliations between schools provide countless opportunities for the exchange of school publications, materials, books, exhibits, recordings, and letters as well as students and faculty members.

### **U.N. in Miniature**

Still another practice of global neighborliness has proved appealing and successful: the model United Nations assemblies that have been conducted at many levels in our schools and colleges over a span of years. A description of the necessary preparations and a formula for conducting a model U.N. assembly are available from the American Association for the United Nations, 345 East Forty-sixth Street, New York City.

To observe the twelfth anniversary of the United Nations at the Albany High School, Albany, Missouri, the auditorium was arranged as if for a U.N. General Assembly meeting. Chairs for eighty-one delegates were arranged in horseshoe shape facing the speaker's table. The audience sat on bleachers as the spokesmen described the U.N. organization. To add realism some of the delegates wore mock headphones such as those used at the U.N. Displays in the classrooms illustrated other U.N. activities. The secretariat, the court of justice, the trusteeship council, the security council, and Unesco met in various classrooms, and a chapel was also arranged.

Another exciting United Nations program has been under way since 1952 in one of the elementary schools of San Mateo, California, which organized a Junior Unesco Club. At the beginning the club members prepared a manual entitled *You Can Help Build a Peaceful World*, with suggestions for boys and girls. Out of their activities and interest grew a Junior Unesco Conference in which pupils from the fifth through the eighth grades of three nearby cities took part. Among the results of the conference was the establishment of *Junior Unesco News*, printed three times a year. In one issue the editor wrote, "Grown-ups don't realize that children can help the United Nations, but our club is proving that we can."

The programs described so far require action on the part of individuals or groups and serve to develop understanding and neighborliness. There are, in addition to these so-called action programs, others de-

voted to the study and discussion of foreign relations. For example, the Colorado Education Association and the Social Science Foundation of the University of Denver have prepared a *Study Guide on International Relations*. More than two hundred Colorado high schools use the *Guide* in classrooms as well as in extracurricular activities. It also serves as working papers for the annual state conference on international relations, a two-day meeting, in which approximately four hundred students participate.

Another useful guide is "Teaching Foreign Relations," a project of the North Central Association of Colleges and Secondary Schools centered around the problems of American foreign policy. A manual has been prepared to help teachers decide what topics should be considered, evaluate current materials, and provide background material. Up to now five booklets have been prepared and are being used in approximately seven hundred schools: (1) *Our American Foreign Policy*, (2) *American Policy and the Soviet Challenge*, (3) *Chinese Dilemma*, (4) *Our Changing German Problem*, and (5) *America's Role in the Middle East*.

### **The Need to Become Worldly Wise**

In some places the P.T.A. has set up a committee to study United Nations programs. A citizen-teacher committee in one community revised the eighth-grade social studies unit on the United Nations. In another there is a city-wide program to improve the teaching of world affairs. Its aim is to introduce a world point of view into the classroom whenever possible.

Throughout 1957-58 nine schools in as many different eastern cities, from New York to Baltimore, are cooperating with the U.S. National Commission for Unesco in an Associated Schools project. These schools use classes in history, social studies, mathematics, home economics, chemistry, music, and English to develop a better understanding of the United Nations and its specialized agencies. The themes chosen for the year include "The United Nations and Its Agencies," "Culture and International Understanding," "Education and World Affairs," and "Relating Ourselves to the Peoples of the World."

During these crucial times we face complex issues. Our shrinking world makes more evident daily the interdependence of human beings. Understanding other people is, therefore, a necessity, and hence a new dimension must be added to our store of knowledge. Charles Malik, minister of foreign affairs of Lebanon, said recently, "Nothing is more important than the creation of a deep fellowship which will enable the man of Africa, of Asia, of the Middle East, of Latin America to feel that in his hopes he is not alone." America has been meeting this challenge and will continue to do so with its traditional, friendly greeting, "Welcome, neighbor!"



## WHAT'S HAPPENING IN EDUCATION?

- We've been hearing about a National Library Week in March. Is this something new? Are P.T.A.'s participating? If so, how? Our local library certainly needs some support.

—MRS. J. K.

Yes, it's new. National Library Week will be inaugurated over all the nation from March 16 through 22. Its sponsors, the American Library Association and the National Book Committee, hope this annual homage to books will become as familiar to us as American Education Week.

P.T.A.'s are indeed participating. Here, for example, is what Idaho will do, as reported by Mrs. Glenn Balch in the *American Library Association Bulletin*:

Idaho Congress of Parents and Teachers is recommending to all local units that they cooperate with local library week chairmen and promote activities such as those planned by the Boise P.T.A. Council, which has designated March as Library Month and recommends that its units have programs publicizing community library facilities (both public and school). The Boise school library supervisor . . . will have an exhibit of books available to give the programs a Book Fair atmosphere. The film *The Carpet Under Every Classroom* has been added to the film library serving the Boise district and will be used with talks about local libraries. . . . Mrs. Aaron E. Margulis, Reading and Library Service chairman for the National Congress of Parents and Teachers, . . . urges that emphasis in this kind of Book Fair be on library resources, or lack of them, available to the community in which the school is located. She is also suggesting that emphasis be put on reading for parents as an activity resulting in a good example for children as well as being of obvious intrinsic value.

In other words, one way to celebrate National Library Week is to read a book. *This means you!* For a list of promotion aids, write to National Library Week, 24 West Fortieth Street, New York 18, New York.

That material, however long on bright ideas, is short on facts. Furthermore, one major reiterated fact may not be a fact at all, though it is quoted from a Gallup poll: "Three out of five [Americans] . . . have not read a single book in the past year except

the Bible." Deplorable! But did Gallup's quiz men make it clear that paperbacks are *also* books? Not likely. Yet you and other U.S. citizens last year purchased more than 250,000,000 paperbacks—more than two per adult. I find it hard to believe those books went into the wastebasket unread.

Well, here are a few facts you can use:

- The United States spends less than \$50,000,000 for library books annually. That's for public *and* school libraries; it includes new books and replacements.
- In this great land of ours, 72,000,000 Americans are still without library service.
- Our national library acquisition bill for five years is about equal to the cost of a new aircraft carrier.
- The United States invests \$1.05 per child per year for school library books, periodicals, and newspapers—new ones and replacements.
- Average cost of a new library book: \$2.45.

"FOR A BETTER-READ,  
BETTER-INFORMED AMERICA"

**National Library Week**

**March 16-22, 1958**

\* School library book expenditures range from \$2.22 per child per year in Oregon to 25 cents in the District of Columbia, where Congress controls the purse strings.

As I hear public leaders breast-beating for more scientists I think about books for those future scientists to grow on. Where are they? When the American Association for the Advancement of Science loaded its science bookmobile with two hundred outstanding science books and took them to high schools, they rarely found any of those science books in school libraries. Millions for missiles. How much for libraries?

What's all this talk about competition with Soviet brains? For brains you need books. And our libraries haven't enough books.

One survey discloses that few yearly appropriations for school library books exceed five hundred dollars. How much money does your school librarian have to spend?

Since writing the above, I learn that the American Library Association, 50 East Huron, Chicago 11, Illinois, will issue three fact booklets free on request: *Every Child Needs a School Library* by Mary Virginia Gaver; *Fountains, Not Reservoirs* by Arthur H. Parsons, Jr. (public libraries); and *Books and Libraries: Tools of the Academic World* (college and university libraries).

• From M. D. D. comes a comment on a statement made by this column last fall to the effect that real estate taxes will go up because the school construction bill advocated by the President was defeated: "It has always been my impression that the federal government takes our money by means of taxes with a handling charge in between, which causes a shrinkage of from 25 per cent to 45 per cent. I fail to see that there is any direct saving to me as a taxpayer by this process."

Let's look at this point, which has been often raised:

A new school must be built. Money for it must come from taxes. Taxes are paid by people. Tax money can come through three channels: local, state, national. The federal government's "handling charge" causes a shrinkage of the taxpayers' dollar that actually goes into brick and mortar. Therefore the taxpayer gets more value when his dollars for school construction move through local or state channels rather than federal ones.

Anything wrong with this logic? Let's examine the points one by one:

"Taxes are paid by people." About one third of the federal income tax money comes from corporations rather than from individuals. True, corporations get money from individuals, but they also gain from the use of raw materials that are our national birthright. Moreover, the income of these corporations can often be tapped only by the federal govern-

ment. More than 50 per cent of the productive wealth of the United States flows through the coffers of fewer than one hundred great corporations.

"The federal government's 'handling charge' causes a shrinkage of the taxpayers' dollar." By 25 per cent to 45 per cent, says M. D. D.

No matter what government agency collects tax money there will be some shrinkage. Someone must pay the tax collector, the printer, and the auditor. The shrinkage varies certainly, but by ratios ranging from less than 1 per cent to 100 per cent, as in the case of postal service and national defense. For decades the federal government has sent funds to our state land-grant colleges and universities. To "handle" this distribution the government uses about two part-time people in the U.S. Office of Education plus accountants in the Income Tax Division of the U.S. Treasury. I cannot believe that the "handling charge" for this tax money is as much as 1 per cent. So such a charge need not be excessive.

"Money for it [the new school building] must come from taxes."

While this link in the chain of logic cannot be challenged, it skirts a fact every householder knows: In our country bond issues raise money for schoolhouses. Interest and principal for bond issues come from real estate taxes. The state governments rarely make any tax contribution for building schoolhouses. The states usually contribute to operation and maintenance costs, not buildings. Hence the conclusion that defeat of the school construction bill will force an increase in real estate taxes.

Our public school population rises at the rate of about a million a year. The annual bill to house it now runs close to two million dollars annually. Unless federal and/or state governments share this burden, the cost—ever larger—will fall on real estate. And that means you, my fellow house owner!

• We have been talking in our school about what we can do to increase the students' interest in science. President Eisenhower has asked citizens to look at their school programs, and that is just what we are doing. We'd like to know what is being done about science instruction in other schools. Where can we get this information?

—R. W.

Upon inquiry I find a new booklet, *What Research Says to the Teacher: Science in the Elementary Schools* (25 cents), published by the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. This isn't quite up to others in this series (perhaps research can't find much about science in the elementary school). But you'll find some good pointers as well as suggestions for doing research on your own.

I became aware of school science teaching when my own daughter explained the strange actions of a

schoolmate. "She suffers from insecurity," my daughter said. Her hygiene class had given her a number of elementary mental hygiene "tools" that helped her understand her fellow students and herself. (And her parents.)

Although we think of science as personified by a man in a white coat holding a test tube, *Science in the Elementary Schools* starts out with personal health and safety. Health habits, we are told, are more easily formed if children understand the scientific principles behind them. As for safety:

Children need encouragement in planning for safety, such as fire prevention and safety in earthquakes, tornadoes, hurricanes, electrical storms, and nuclear explosions. Children can help plan for safety on all excursions. . . . What to do in case of danger must be so well discussed that safe behavior is almost automatic.

In science education parents share the task with the teacher. Actually they are summoned to teach it before the child even goes to school. Who has not been confronted with the question, "Where do babies come from?" or reassured a child afraid of thunder?

New York City issues a guide to museums, zoos, and other places of interest to which parents can take children. Certainly parents can do much, both through excursions and through providing stimulating books and toys, though the N.E.A. booklet does not mention parent-teacher cooperation in science teaching.

However, it makes several points that are worth attention. For example:

"Happenings, incidents, and current events should be utilized to enrich the learning in science." Use satellite and rocket news to introduce children to gravity, heat, speed, and other concepts.

Modern science "casts much doubt on some of the uses made of such words as *correct*, *incorrect*, and *proof*. Increase the use of the words *reliable as* and of *this is more reliable information*."

"Many teachers have learned the importance of providing opportunities for an idea to be tossed about in the thinking of the group, to be tested through observations or excursions, and to be checked against authentic sources."

Among the advice nuggets I find this: "The emotional aspects of learning in science have been neglected." One who didn't neglect them was my own high school biology teacher. I can hear him now concluding a class with this magic from Tennyson:

*Flower in the crannied wall,  
I pluck you out of the crannies,  
I hold you here, root and all, in my hand,  
Little flower—but if I could understand  
What you are, root and all, and all in all,  
I should know what God and man is.*

Readers are invited to tell this department what you or your schools are doing to widen children's knowledge and love of science.

—WILLIAM D. BOUTWELL

## MOTION PICTURES PREVIOUSLY REVIEWED

See page 38 for the "Motion Picture Previews."

- The Abominable Snowman**—Children, yes; young people and adults, science-fiction fans.
- All Mine To Give**—Children, mature; young people, possibly; adults, matter of taste.
- An Alligator Named Daisy**—Light entertainment.
- April Love**—Children and young people, very good; adults, good.
- The Baby Face Noise**—Children and young people, no; adults, matter of taste.
- Bitter Victory**—Children, no; young people, too mature; adults, uneven.
- The Boishol Ballot**—For lovers of the dance.
- Bombers B-52**—Good of its type.
- Bonjour Tristesse**—Children and young people, no; adults, slick and sentimental.
- The Bridge on the River Kwai**—Excellent.
- Cabiria**—Children, too mature; young people, no; adults, excellent of its type.
- The Careless Years**—Children, poor; young people and adults, superficial.
- Cast a Dark Shadow**—Children, mature; young people and adults, well-produced English thriller.
- The Colditz Story**—Lively, entertaining melodrama.
- The Dalton Girls**—Western fans.
- Day of the Bad Man**—Children and young people, considerable brutality; adults, well-acted western.
- Doodler than the Male**—Children, no; young people, mature; adults, good of its type.
- Decision at Sundown**—Western fans.
- Eighteen and Anxious**—Children, no; young people, poor; adults, uneven.
- The Enemy Below**—Children, mature; young people and adults, excellent.
- Escape from San Quentin**—Poor.
- A Farewell to Arms**—Children, no; young people, confusion of values; adults, for the truly adult.
- Flood Tide**—Children, very mature; young people, mature; adults, good but uneven.
- Ghost Diver**—Children and young people, matter of taste; adults, mediocre.
- The Girl in Stock Socklage**—Children, mature; young people and adults, second-rate thriller.
- Girl Most Likely**—Fair.
- Guavatree Ridge**—Mediocre.
- The Hard Man**—Western fans.
- Hear Me Good**—Thin.
- The Heels Margas Story**—Children, no; young people, mature; adults, matter of taste.
- How To Murder a Rich Uncle**—Children, mature; young people and adults, entertaining.
- The Hunchback of Notre Dame**—Fair.
- The Invisible Boy**—Entertaining science fiction.
- Jailhouse Rock**—Poor.
- Joe Dakota**—Children and young people, good western; adults, western fans.
- Kiss Them for Me**—Children, no; young people, mature; adults, fair.
- The Lady Takes a Flyer**—Light comedy.
- Lafayette Escadrille**—Children, no; young people, mature; adults, nostalgic, well-produced.
- The Long Haul**—Children and young people, poor; adults, mediocre.
- Love Slaves of the Amazonas**—Children and young people, very poor; adults, poor.
- Man on the Prowl**—Children, no; young people, poor; adults, mediocre.
- Man in the Shadow**—Children, no; young people and adults, poor.
- The Missouri Traveler**—Children and adults, entertaining; young people, yes.
- Mountain Monsters**—Science-fiction fans.
- Mustang**—Routine western.
- My Man Godfrey**—Entertaining.
- The Mystery of Picasso**—Children, mature; young people, mature, art students; adults, excellent.
- No Dawn Payment**—Children, no; young people, mature; adults, excellent production values, theme poorly developed.
- Old Yeller**—Good.
- Order**—Children, mature; young people, mature but excellent; adults, excellent.
- Pal Joey**—Children and young people, no; adults, matter of taste.
- Pass in the Parlor**—Children and young people, doubtful; adults, matter of taste.
- Path of Glory**—Children and young people, mature; adults, good.
- Paynes Place**—Children, no; young people, mature; adults, absorbing.
- Plunder Road**—Well produced.
- Portugal**—Good.
- Quaters**—Children and young people, skip; adults, poor.
- Raintree County**—Children, mature; young people and adults, uneven.
- Ride a Violent Mile**—Children and young people, poor; adults, western fans.
- Rockabilly Baby**—Children, understandable; young people, boring; adults, fair.
- Sad Sack**—Good.
- Sayonara**—Children, no; young people, very mature; adults, good.
- Search for Paradise**—Entertaining travelogue.
- Slim Carter**—Fair.
- The Smallest Show on Earth**—Children, mature; young people and adults, amusing.
- Spanish Affair**—Children, yes; young people and adults, good travelogue, light story.
- Steel Bayonet**—Children, grim; young people, mature; adults, good of its kind.
- Story of Mankind**—Children and young people, very poor; adults, poor.
- The Sun Also Rises**—Children, no; young people, mature; adults, matter of taste.
- The Tornished Angels**—Children and young people, no; adults, well-produced, sordid drama.
- This Is Russia**—Children and young people, yes; adults, interesting.
- The Three Faces of Eve**—Children, possibly too mature; young people, abnormal psychology fascinatingly presented; adults, excellent.
- Time Limit**—Children and young people, mature; adults, excellent.
- Until They Sail**—Children and young people, no; adults, matter of taste.
- The Violators**—Children, no; young people, mature; adults, well-acted social drama.
- A Visit with Pablo Casals**—Excellent.
- Wild Is the Wind**—Children and young people, no; adults, matter of taste.
- Witness for the Prosecution**—Excellent murder mystery.
- Woman in a Dressing Gown**—Children, no; young people, mature; adults, interesting.
- The World Was His Jury**—Children and young people, yes; adults, routine courtroom drama.
- Young and Dangerous**—Children and young people, good; adults, thought-provoking.
- Zero Hour**—Fair.

# THE FUTURE OF

# Virus Research

THOMAS M. RIVERS, M.D., *Medical Director, National Foundation for Infantile Paralysis*

VIRUSES OUGHT TO BE OF INTEREST to all of us, since nearly everyone harbors a virus of some kind. Viruses are all around us and within us. It is even possible that some viruses help keep us healthy, though this is one of many things we do not know about them. The fact of the matter is that to a large extent man lives at peace with his viruses. His defenses against them are generally good, and to those natural defenses we are now learning to add new ones created by vaccines.

Few of us have ever seen a virus, but who has not seen the results of virus activity? Too many of us unfortunately have seen the effects of the polio viruses. Many of us who are gardeners may possibly have raised the kind of tulips in which the color of the petals breaks in ragged patterns. Did you know that this, too, is caused by a virus—a plant virus?

There are authorities who attribute the loss of battles to viruses, and even today virus diseases in some parts of the world have had a tremendous economic impact, helping to write the history of our time. When experts talk of bacteriological warfare, as it is called, they often refer to viruses. They are thinking not so much of viruses that will destroy us directly but of those that cause rinderpest and foot-and-mouth disease, which could devastate our cattle and markedly decrease our food supply.

Nearly everything relating to the discovery of viruses has happened within my lifetime. It was in 1909—the year I entered medical school—that Dr. Karl Landsteiner, in Vienna, discovered that a virus is the cause of poliomyelitis. Earlier, Jenner had discovered smallpox vaccine, and Pasteur the vaccine against rabies. But neither of these men, despite their

Which will win out—man or virus?  
Or is peaceful coexistence  
the answer? Before we can  
decide, we must  
know more about the enemy.

great curiosity and creativity, knew what viruses were or whether such things existed.

In the 1880's Pasteur founded what we know as the germ theory. Fairly rapidly thereafter the causes of many diseases were found and seen under the microscope. Most of these causes were what we know as bacteria, which are small organisms that enter the human body by various routes and make us sick or even cause death.

## Unseen Menace

But a number of diseases were left over, so to speak, for which no cause could be isolated. There were fluids that, when injected into animals or human volunteers, would cause one of these diseases, but no bacteria were found that could be held responsible. Furthermore, scientists passed these fluids through filters so fine that all bacteria and larger organisms were removed. Whereupon a strange thing was discovered. Even after the fluids had passed through the filters, there was still something left that would cause disease. No one could see it, but it was there.

Scientists didn't know what it was that passed through their fine filters, but they knew it was something and they decided to call this something a virus. It was not until scores of years later, with the advent of the electron microscope, that we began to see viruses and to learn that they are tiny particles so small that they do slide through our filters, yet powerful enough to cause disease or death.

What is the picture that comes to the mind of the average person when he thinks of a living organism



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In his laboratory Jonas Salk, M.D., originator of the Salk polio vaccine, reads the results of tests used in studies of cell metabolism as two research workers look on.

that causes disease? I do not know exactly, but I imagine he thinks of a little bug, perhaps with legs and feelers. Viruses are nothing like this at all. The smallest ones are smaller than the least part of any tiny insect. They have no legs and no feelers, no eyes and no stomach. They are scarcely more than chemical specks.

How can so small and primitive a thing be alive? If it has no mouth and stomach, how can it eat and digest? How can it live? The answers to these questions are interesting. They supply a key to the entire study of viruses.

Viruses, we now know, can grow and reproduce only *within* living cells. Outside such cells they are inert pieces of matter, neither eating nor breathing. Because they have no machinery for reproducing themselves without help, they depend on the very complex machinery existing within the cells of which we, like plants and lower animals, are composed.

But viruses are very particular about what cells they decide to inhabit. The viruses of certain skin diseases will attack only the cells of the skin. The virus that causes tobacco mosaic disease likes the cells of the tobacco plant. It pays no attention to your cells or mine; it's a virus with a real tobacco habit. The reverse is also true. Viruses that cause you to have a common cold will pay no attention to the cells of tobacco plants. No tobacco plant has ever had a common cold!

Interestingly enough, the study of viruses and how they live within cells has led us to the study of cells. This in turn leads us to an investigation of the secret of life itself.

### Where Life Begins

Every living person on earth developed from a single cell. Somehow or other that cell knew how to grow until it multiplied again and again and finally produced a human being with a nose, two eyes, two legs, and so on. This is one of the great mysteries of creation. How, we ask, can anything as small as a single cell have intelligence enough to know what it should develop into? How did your single cells have sense enough to develop into people and not into tobacco plants?

We don't know, but we are beginning to have an idea. In each cell is a complex chemical called *nucleic acid*. It seems certain that this acid directs the growth of that cell. It has been discovered, partly through March of Dimes research projects, that the acid is composed of twisted strands of material rather like vines covered with berries.

The berries are little groups of atoms, and we believe that the order in which these groups are attached constitutes *information*. This information has been likened to the instructions that are punched on tape and fed into great calculating machines (those machines that solve mathematical problems which men are either too slow or too lazy to solve for themselves). We think that a certain arrangement of berries, for example, means that a child will have blue eyes instead of brown. Another arrangement is not what it should be, and a child may be born with club feet or some more serious defect.

What in the world does the cell and its acid have to do with viruses? Just this: A virus *also* contains nucleic acid. When it invades a cell it is the virus's acid that takes over control of the cell's life. The acid from the virus says to the cell: "Quit working for yourself and start working for me!" And that is exactly what happens. The cell stops growing normally and grows as the virus directs.

What does the virus direct it to do? To produce more virus. The cell becomes a virus-producing factory. Then each virus particle it manufactures may infect another cell, and the process starts all over again—a biological chain reaction. Generally the infected cells are destroyed when they are taken over by the virus. In the case of paralytic polio, it is the nerve cells that are involved. When enough of them are destroyed, the brain can no longer send messages through them to the muscles, and paralysis results.

This recent knowledge has come about through the work of hundreds of scientists in many laboratories. Much of it has been learned in programs supported by the National Foundation for Infantile Paralysis. There was, for example, the discovery made by Drs. Enders, Robbins, and Weller, who in 1949 showed that polio viruses could be grown in cultures of nonnervous tissues.

That work led not only to the Salk vaccine (and to a Nobel Prize for Dr. Enders and his associates)

but to a tremendous expansion of the whole field of virus research. It became possible to study viruses of all kinds growing in living cells in test tubes, where previously many of them had to be studied in costly animals. Experiments that once involved hundreds of monkeys can now be performed speedily in a few racks of tubes. Already at least two new experimental vaccines—for diseases allied to gripe or the common cold—are being produced by techniques developed by Dr. Enders and Dr. Salk.

### Meet the New Viruses

Over the last ten years or so, mostly in connection with polio research, we have discovered dozens of new viruses that were not known before. This is really reversing the usual scientific attack on diseases. In the early days we started with a disease and tried to find out what caused it. We still do this, of course, but with the new viruses we start by finding the viruses and then try to find the diseases with which they are associated. We know that some of them cause diseases which are often mistaken, even by experts, for nonparalytic polio and that some can actually cause paralysis as well. Some of the Coxsackie viruses (named after the town in New York State where they were first found) have caused myocarditis and death in a number of children. In other words, some of these viruses present serious problems, and they must be studied further. We may wish to develop vaccines against several of them or to combine the vaccines with the Salk polio vaccine.

The search for drugs active against viruses goes back many years. Sometimes it seems that almost everything has been tried, from orange juice and common salt to snake venoms and rare dyes. As of now, however, we do not have any drugs that are as effective against viruses as the so-called wonder drugs are against nonvirus diseases.

It's no problem to find a drug that will kill viruses. Ordinary household iodine will do that, but you can't give people iodine to drink! Thus far the drugs we have found that will kill the viruses also kill human cells and are therefore no answer to the problem. So we have to try other ways of solving it. We go back to the fact that viruses multiply only in living cells and reproduce by taking over control of these cells and turning them into production lines for more virus. Today our drug research is aimed at preventing this from happening.

There are three possible ways of doing it, at least in theory. One would be to prevent the virus from entering the cell, possibly through a chemical that would protect the cell wall. A second way would be to prevent the virus from controlling the cell once it gets inside. A third way would be to let the virus enter the cell but somehow keep the cell closed off so that the new virus produced inside couldn't get out and spread to other cells.

Of course we face tremendous difficulties. All the compounds being tested are poisonous; hence we have to find drugs that will still work against the viruses even when given in such small quantities that they won't damage the human being. But this kind of research is a window looking out at the future, and I think the day will surely come when we shall find drugs as effective against virus diseases as present-day drugs are against bacteria.

In every disease of mankind and of all living things—not just polio and other virus diseases—the problem is sick cells. Either the cells are damaged or destroyed by viruses, bacteria, other organisms, or toxins, or they are sick for reasons we do not yet understand.

One of the diseases we don't understand is cancer. We know that it is a biological whirlwind, where cells give up their orderly patterns of growth, where they multiply wildly against the rules they should observe. Look at your fingers and see how perfectly formed they are. Something told them to grow that way. Something stopped their growth when they got to be the right size.

### Toward a Victory over Viruses

We said before that it is the mysterious substance called nucleic acid that directs the cells' growth. And we said that the nucleic acid in viruses takes over the control of infected cells. But the growth of cancer cells, too, is controlled by nucleic acid. So you see that in studying viruses we are very close indeed to the study of cancer cells.

In our drug research, for example, we seek chemicals that will interfere with the production of virus nucleic acid by infected cells. Will such drugs, if they prove successful, also interfere with the action of nucleic acid in cancer cells? We do not know. My guess is that successful drugs for viruses will not prove a cure for cancer and at first will probably be effective only against a few viruses. But they will provide a lead in one of the greatest scientific quests in history.

Many authorities believe that cancer is caused directly by a virus, or perhaps by a number of viruses. Except in the case of several rather rare animal cancers, this has never been proved. Yet the possibility must be kept in mind as work moves forward.

There are those who believe that the Salk vaccine was a culmination of the research effort of the National Foundation for Infantile Paralysis. It was a magnificent achievement. But in all sincerity I say that the greatest benefits of our research program are yet to come.

We have not reached an ending; we have just begun. We have developed the methods and techniques to achieve a wonderful beginning. From it we now move forward into a future so filled with promise that it almost staggers the imagination.

### High Jinks in Japan

Seventeen years ago Mary Ann and Michael Herman founded Folk Dance House in New York City. Recently the U.S. Department of State asked the couple to share their knowledge and love of folk dancing with the Japanese people as a part of our cultural exchange program.

When the Hermans arrived in Japan, they found that more than twenty thousand people wanted to take the courses, which included folk dances from all over the world. The Japanese were enthusiastic about the dances and were quick to learn—except for waltz steps, which often elicited blushes because these dances require closer physical contact than the Orientals are accustomed to.

At first the Japanese seemed too reserved to slip into the carefree, friendly mood that makes folk dancing fun. But before long they were romping like veterans through old favorites such as "Working on the Railroad" and the Czechoslovakian "Doudlebska Polka." The Hermans grew accustomed to being greeted at railroad and bus stations by Oriental versions of traditional American folk-dance cries—"Hey!" "Hup!" and "Yahooohoo!"

Shortly before the Hermans' departure for America, one of their Japanese interpreters, a very quiet gentleman, gave them the biggest compliment they had received. "Before you came," he told them, "many danced well, but not all happily. Now all dance happily."

### Bridges Across Barriers

"I had always thought that Americans earn their money by just sitting in the office chewing gum and smoking cigarettes." This is what a German grade-school pupil in Duesseldorf wrote after he had learned a little about what America is really like. His eyes were opened when his school started an exchange of ideas with pupils in a Pennsylvania school and began to publish a magazine that the pupils named *Die Bruecke* (*The Bridge*) because to them it represented a bridge connecting the two nations.

This boy and his classmates are taking part in a program called the School Affiliation Service, conducted by the American Friends Service Committee. The aim is to promote better understanding among nations through cultural and personal exchanges between American and European schools. Under this program students, teachers, and school administrators visit, study, and teach in their partner schools. Pupils exchange letters and classroom projects. This year some 230 schools are participating.

Said one teacher, recently "loaned" by a French school to a school in Wilmington, Delaware: "We want the exchange students to return to their own countries as good ambassadors of the country they have visited, but remaining good citizens of their country—indeed better ones, having been enlightened by their experience."

### When Fishes Are in Flour

Milk from fishes? No, that's too much of a miracle to ask even from modern science. But something had to be done to get more protein for the world's undernourished children. The United Nations Children's Fund and other agencies were doing their best to increase production and consumption of milk, but many countries still could not produce enough for all their children. They did, however, have lots of fish. The trouble was that often fish couldn't be sent to where it was needed because of lack of refrigeration and transportation facilities.

Scientists worked at the problem until they found a way to convert fish into flour. Fish flour contains as much as 70 to 80 per cent of protein, is odorless and almost tasteless, and is easy to ship and store. Ten grams of the new product added each day to a child's diet will give him al-



most as much animal protein as the present UNICEF skim milk ration. This means the end of malnutrition for many children—at a cost of a fourth of a cent per day per child.

### Folkways and Futures

How can Eskimo children prepare to meet the impact of modern civilization and yet safeguard their own way of life? The Canadian government is attempting to supply an answer through two new schools, one in the extreme north of Canada and the other on the shores of Hudson Bay. Here the Eskimo children are taught English and given a basic education. At the same time they are encouraged to eat the foods to which they are accustomed, wear Eskimo clothing, and practice the arts and crafts of their people. The school term begins in May and lasts about six months. With the approach of winter the children go home to live in the family igloo and help their parents hunt and trap food as Eskimos have done for centuries.

\* The citizens of Auckland, New Zealand, want to put native Maori children on the same footing as white children. At the same time they wish to preserve what is finest in the Maori culture. So four schools having a high proportion of Maori children have been chosen as experimental centers where the particular educational needs of these children will be studied.

### Many Mansions

A little town in Baden, West Germany, was once almost wholly Roman Catholic. Today it has five hundred new Protestant residents, mostly refugees from East Germany. With much effort the Protestants raised funds to build a church. At last Protestant pastors and laymen from the country round gathered to lay the cornerstone. But suddenly a heavy storm broke. Rain fell in torrents on the crowd. With the rain arrived the local Roman Catholic priest. He had come to offer his church as a refuge in which the ceremony might be held. And so the Protestant cornerstone was symbolically laid in a Roman Catholic church, with Catholics and Protestants joining in a hymn.

\* The Springfield, New Jersey, Presbyterian Church has invited a newly organized Reformed Jewish congregation to use its parish house—the third time this church has extended hospitality to worshippers of another faith.

# A Line on Children's Problems

HENRY H. WORK, M.D.



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*This is the seventh article in the 1957-58 study program on the preschool child.*

THE CHILD BETWEEN FOUR AND SIX is a sociable youngster, interested in everything and everybody around him. He is just beginning to appreciate fully the world of which he is a part, and his biggest general problem is to establish himself in that world.

He certainly couldn't have tackled the problem before. He had too many other important ones to solve. He had, somehow, to work his way through the struggles of the training period. He had to learn to eat, to run, to go to the toilet, and to talk—all of which involve a variety of skills.

With these tasks successfully achieved, our four- or five-year-old is now confronted with a further task. He must learn to make a place for himself as an individual in his little world; relate himself to the people around him. Already he has begun to get a glimmer of what life is all about—and just how much of life a child of his age and size and abilities can cope with.

In general, preschool youngsters are old enough to range outside the home, play with other children, and indulge in all kinds of activities—alone, with their families, and with their friends. Their language development is far enough along so that they can converse quite freely with adults and playmates. So freely, at times, do they communicate their thoughts and ideas that the listening grownup may forget that a child's skills frequently include the ability to misunderstand as well as to understand.

But the resourceful preschooler has his own way of dealing with this ability to misunderstand. He uses his imagination to fill in the gaps. It is during these years that children "dream up" all sorts of fantasies about their size, their own place in the world, their abilities, and the way people look at them. They even start thinking of the future and see themselves as policemen, firemen, doctors, or mailmen, usually enacting these roles with great vividness.

Ofttimes children are a bit scared because they are so small and there are so many grownups in the world, some of whom seem rather threatening. This is particularly true of youngsters who have been coerced or frightened in their earlier training period. A child who has been forced into toilet training before he is ready may show his independence in ways that many exasperated mothers are all too familiar with. We can assume, from the nightmares common to many four- to six-year-olds, that fears and frustra-

tion connected with those training experiences still hang on, even though the real problems have been solved.

### The Therapy of "Let's Pretend"

Sometimes, too, these concerns crop up in children's play, which may be quite dramatic at this age. Many a preschool child can work out the things that have been bothering him by making a "pretend play" of them and carrying the drama through to what is, for him, a satisfying ending. Here is where our preschooler's ability to play and talk with other children helps him bring to the surface his anxieties about Mother, Father, animals, or the dark.

It also helps him to express his longings. The child of a broken home, for instance, or the child whose family is always on the move may yearn for stability. So he will act out a spontaneous drama in which a "play" Mommy and Daddy and Johnny live happily together in a house of their very own. In the daytime Mommy will cook and shop and clean and take care of Johnny, until at last Daddy comes home from the office. For all too brief a time are the youngster's deepest wishes fulfilled, thanks to his imagination.

These observations suggest two things: First, the child of this age needs to be as active as possible, and, second, many of his everyday problems can be worked out in a fairly straightforward, open fashion.

The preschooler is likely to think of the people in his world as being of two kinds: other children (brothers and sisters and close friends) and grown-ups. What is his position in these two groups? Again this is something he works out for himself through his play activities and even through his quarrels. At least he works out his relationship with other children this way. Often it isn't so easy for him to see where he fits into the world of adults. And for this puzzling problem he can't always use the direct approach, so he may once more resort to fantasy.

To him, you see, adults are the "big people." They stand as symbols of something the child fervently wishes to attain; yet attainment seems a long way off. Because for children the years are long, the wished-for time "when I'm grown up" has the color of a story book rather than of reality. On the other hand, he deeply needs adults around him, if only to see what he himself is going to be some day—a particularly important piece of knowledge at this age.

Another problem arises for the simple reason that up to now the child has been brought up chiefly by his mother. Naturally both boys and girls are—and have been—strongly attached to their mothers. However, the training period gave them some pretty mixed-up feelings, especially if it brought the first experience of punishment and perhaps the first show of force.

There were times, then, when the young child resented his mother even while he loved her. And now, though the training is over, he may still be confused, still torn by conflicting feelings. That is why a youngster will be quite naughty to his mother one minute and will frantically hug her the next.

During this same period children become aware of their own sex. Boys begin to realize that they will grow up to be men, like their fathers. Full of this realization, the little boy may start following his father around and want to do everything Daddy does. If one day he is going to be a man himself, he feels, he must behave as much as possible like the man he knows best.

As he identifies himself with his father, the boy may get the idea, every now and then, that he is his father's rival where Mother is concerned. It is not unusual to see children of this age trying to interfere with normal husband-and-wife relationships. When Father embraces Mother, for instance, Johnny may demand attention by asking insistent questions, bestowing hugs of his own on one or both parents, or throwing toys recklessly at the furniture. This feeling of rivalry can be quite disturbing to the little boy because he really admires his father and doesn't want to oppose him. It may for a time throw him back into his former dependence on his mother. He may cling to her now more closely than he ever did when he was two and three.

Little girls go through much the same process, transferring their dependence from one parent to the other and back again. The change is much more noticeable at six, but its onset can easily be seen at nursery school age.

### Whose Little Boy Is He?

The shifting pattern of this behavior can be bewildering to both parents unless they understand what causes it. This is one of the times when Mother and Father actually have to grow and learn along with their own child—even if he catches them unaware now and then! For example, a father may be accustomed to thinking of his little boy as being strongly attached to "Mommy." Suddenly he realizes that the child is imitating *him*, trying to use the tools on his workbench as he has seen Daddy use them. Father may be quite taken aback by this "switch," as modern slang has it, and he may not handle the situation too well at the start. Yet here is his first real chance to capture the boy's interest and affection and direct him toward masculine activities.

These wavering of loyalty, back and forth from one parent to another, at length enable the child to become identified with the parent of his own sex. As he does so, he also begins changing his activities to conform with those of his parents. Sally Ann undresses her doll and puts it tenderly to bed. Jimmie



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makes believe he goes to the office in the morning for important and mysterious purposes. Such imitation demands a gradual growth of internal regulation and self-control, out of which comes a very significant result: The child develops a conscience.

The important thing here is that the young child's conscience develops out of whatever he can and will and does observe. We parents, therefore, have a pretty heavy responsibility. We may speak loosely and sometimes laughingly of the way our youngsters imitate us, but we forget that they identify themselves with us in *everything* we do—both the things we consider good and those we consider not so good.

Children may also identify themselves with people outside the family. Every now and then parents find themselves objecting to the way Dick copies the swagger of his favorite TV cowboy or Mary imitates the giggle of young Mrs. Jones, the next-door neighbor. This mimicking really isn't a slap at the child's own family at all; it encourages and enhances his growth and in no way reflects upon his parents.

Four- to six-year-olds are curious youngsters, and one thing they are curious about is sex. True, it is a somewhat fantasized and often distorted kind of

curiosity, but it grows extensively in the preschool years. We are now well past the period when sexual permissiveness was the order of the day. We should not forget, however, that such permissiveness was a reaction to the way an earlier generation suppressed children's urge to act out their sexual curiosity. Permissiveness may be a source of trouble, but there is probably a very real reason why we should help a child to understand as much about himself as he can at any age.

Moreover, we should remember that although parents tend to see early genital play as a serious and dangerous symptom, such play is simple and not usually related to the masturbation problems that may develop later.

### Preschool Public Relations

In ways like these the preschool child gropes for identity and for a chance to make his place in the world. As we have seen, he handles his relations with children in a very direct way, often working out his troubles in dramatic play.

We have noted that the child's relations with adults are based as much on what he sees parents do as on what they tell him. They are the people he looks up to above all others, because some day he will be like them. Should they show that they are overly concerned about his behavior—his "naughtiness," perhaps—he may suppress that behavior for a while, but not for long. It is bound to crop out later on, especially if it has anything to do with his sexual curiosity.

Because the child is trying to model himself after the adults he knows, his relations with them become more and more imitative. His imitations include all the adult activities he can see, hear, and take part in. Thus it is better for adults to set a pattern that a child can comfortably follow than to criticize him for doing the very things he sees them doing.

The difficulty with such criticism is that it may produce a deep sense of shame. And shame, as we know, is a destructive feeling—all too heavy a burden for the developing youngster. A sense of wholesome identity, on the other hand, can be extremely healthy. It can be the key with which he solves his problems at this stage of growth.

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Henry H. Work, M.D., of the University of California Medical School in Los Angeles, is that still rare specialist who is both pediatrician and psychiatrist. A graduate of Harvard Medical School, he studied pediatrics at the Boston and Buffalo Children's Hospitals, psychiatry at Cornell Medical School.

**GET YOUR  
POLIO SHOTS NOW**

Are you one of the 39,000,000 Americans under forty who have not yet been inoculated with Salk vaccine? If so, the National Foundation for Infantile Paralysis urges you to play safe by starting at once to protect yourself and your children against paralytic polio. Remember, three shots are necessary for long lasting immunity.

# Ideas

at your service

CONTRIBUTED BY OUR  
NATIONAL CHAIRMEN

## Springtime Is High Time

With an upsurge of public interest in the high school and its curriculum, says Mrs. C. Wheeler Detjen, national chairman of the Committee on High School Service, this spring will be an excellent time to emphasize the values of a high school P.T.A.

Mrs. Detjen urges that every high school parent-teacher association appoint a large, strong membership committee. She suggests that the committee include at least one representative from each elementary school that sends graduates to the high school. This representative, who is usually chairman of high school service in his unit, acts as liaison officer between his P.T.A. and the high school P.T.A. He sees that parents of children who will enter high school next fall know about the school's P.T.A. and its importance for teen-agers, their parents and teachers, their school and community. The membership leaflet *Don't Be a Dropout Parent* has valuable information for these parents, says Mrs. Detjen.

The national chairman also recommends a get-acquainted meeting at the high school this spring for the parents of prospective students. Ideas for such a meeting may be found in the pamphlet *Working with Youth Through the High School P.T.A.*, pages 31 and 32. Order this pamphlet and *Don't Be a Dropout Parent* from your state office or from the National Congress.

## Timing on Safety

Mrs. P. D. Bevil, national chairman of Safety, reports a number of requests for a calendar of safety events. We have one, she reminds us, on page 62 of our own publication, *Signals for Safety*. This "Calendar of Safety Subjects" follows the generally accepted timing for various safety projects and activities throughout the year. Most effective results can be achieved, she believes, when all community safety groups focus on the same problem or

problems during a particular period.

"Safety Good Turn," the 1958 national service project of the Boy Scouts of America, got under way in February. P.T.A. members who serve as leaders or advisers for cub scouts, boy scouts, or explorers will find guidance on teaching safety and developing safety activities for their troops in a manual especially prepared as a leader's tool for the project. The pamphlet is entitled *Living for Tomorrow*. For information about it, write the Boy Scouts of America, New Brunswick, New Jersey. "Safety Good Turn" will emphasize traffic safety during March, April, and May; outdoor safety during June, July, and August; and home safety during September, October, and November.

## Better Looking and Listening

A barrage of questions about TV and radio has been fired at Mrs. Louise S. Walker, national chairman of Audio-Visual Services, by state and local chairmen. The questions and her answers follow.

### • Which television and radio programs are worth recommending?

Since broadcast programs, unlike motion pictures, can seldom be previewed, we have to depend on advance publicity and on previous shows in the series as a basis for prejudgment. NBC *Program Information* may be useful. If you wish to receive it regularly, write NBC, Room 708-H, 30 Rockefeller Plaza, New York 20.

There are some thirty educational TV stations now on the air, presenting a variety of excellent programs. If you are in an area served by one of them, find out about its program plans.

### • How can we work for higher standards in TV and radio programming and get rid of undesirable programs?

If we want top-quality TV and radio, we have to let program producers and sponsors know it. Encourage P.T.A. members to write local stations,

networks, and sponsors expressing their reaction to particular programs. Ask them to state as definitely as possible their reasons for liking or disapproving a program. Remind members that the National Congress' *Suggested Guides for Evaluation of Comics, Motion Pictures, and Radio and Television Programs* is very helpful in judging the worth of programs.

(Be sure also to reread "The Case of Television vs. the Children" in the November 1957 *National Parent-Teacher*.)

### • Where can we get material on educational television?

Try the Educational Television and Radio Center, 2320 Washtenaw Avenue, Ann Arbor, Michigan. The Center is a nonprofit educational organization established in 1953 with support from the Ford Foundation. Most public libraries, too, can supply material.

### • What is the "expanded communication program" of the National Education Association?

The program embraces a variety of efforts to increase cooperation between education and public communication. It will endeavor to improve radio and TV program content and to advance public understanding of education. A TV-radio branch office, opened by the N.E.A. in New York City last July, is part of the program.

## To Safeguard Our Rights

One of the most important activities of P.T.A. citizenship committees, Mrs. Albert Solomon, national chairman of Citizenship, points out, is to take part in nonpartisan campaigns to bring informed voters to the polls. Tested tactics for successful campaigns, she reports, have been collected in a forty-four page booklet, *How To Get People To Register and Vote*, published by the American Heritage Foundation, 11 West Forty-second Street, New York 36, New York. A single copy costs thirty-five cents; three are a dollar; there are quantity rates on a hundred or more.

PUBLISHERS' CHOICE:

*for Junior*



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For young explorers in the poet's "realms  
of gold"—good books—here is a special route  
that winds through pleasant places.  
It is charted by publishers and a  
children's librarian.

"Which are your finest books? Name one or two books you have published this school year for junior high boys and girls that you would recommend first."

This was the request I made to twelve leading publishers of children's books—books for both home and school use. Each year the reviews of critics are available to librarians, of course, but I was curious. What would the juvenile editors of the great publishing houses report?

Here are their choices, an interesting and rich selection of outstanding books for children from eleven or twelve years of age to fifteen.

Reflecting youth's current insatiable interest in space research are three books that are introductory in nature but technical enough to satisfy readers of a wide age group. *Rockets Through Space* by Lester Del Rey (Winston) concerns the vast opportunities for exploration now open to man in space. Beginning with our experiments in satellite technology, it explains the problems man will encounter in the endless space ocean: how he will live without gravity, what he will wear, and how he must provide his own air and food. Included is a detailed discussion of space stations already contemplated and designed by the world-famous authority Dr. Wernher von Braun.

Not science fiction in any sense, *Rockets Through Space* is a big, factual book designed to stimulate the imagination of the young and inspire them to continue studying what has become a required subject not alone for the scientifically curious but for all who will live in the space age. Drawings illustrate pro-

# The Year's Best Books *High Readers*

posals for future projects that have been originated by our foremost scientific minds.

Official photographs and specifications of forty-eight rockets and missiles, from the early V-2 of 1946 to the Titan, a five-thousand-mile missile now under development in Denver, should appeal to young and old alike. Only Erik Bergaust, author of *Rockets and Missiles* (Putnam's), could have collected so much information about missiles: their velocity, range, ceiling, engine, weight, and dimensions; method of guidance for each missile used by the Army, Navy, and Air Force; and missiles of tomorrow.

Charles Coombs' *Rockets, Missiles, and Moons* (Morrow) begins with an actual rocket launching at Cape Canaveral, Florida. In addition, it covers the history of rocket development from the earliest era of man; explanations of the scientific principles involved; and descriptions of problems remaining to be solved. Though simply explained and easy to read, the amount of physics in this 256-page book for youth may surprise many adults.

Also in science, an illustration of the kind of material that can enrich classroom instruction is *Lens Magic* by Frances Rogers (Lippincott). The historical treatment includes the discovery of the earliest telescopes, eyeglasses, microscopes, cameras, and giant reflector telescopes of today. The accounts of Leeuwenhoek's discovery and improvement of the microscope and of George Hale's leadership in creating Mount Palomar's 200-inch reflector prove that few adventures surpass those of scientific achievement.

In the field of mathematics, *Magic House of Num-*

*bers* by Irving Adler (John Day) makes a game of the paradoxes—and there are many—that have always confronted the mathematician. Assuming a knowledge of sixth-grade math, Adler gives puzzles and tricks from many lands, plus incidental details on their history and their modern applications.

## Places and People

Important countries of today are presented in three selections. Raymond Wohlrabe and Werner Krusch in *The Land and the People of Germany* (Lippincott) have written an authoritative study of a complex country and its contributions. It describes the land itself; tells the history of the German people, including the religious turmoil at the time of Luther; and explains the development of modern industry and trade. A concise treatment of Germany's role in two wars and its position in world affairs today should clarify what can be a difficult subject for the young. Excellent photographs and an index make this a good reference book.

*Meet North Africa* (Harper), adapted for young people by Sam and Beryl Epstein from John Gunther's *Inside Africa*, discusses the emergence of four countries—Tunisia, Morocco, Libya, and Algeria—from earlier European domination and their importance to the United States in the present world crisis. The chapter, "What North Africans Believe In," a discussion of Islam, is particularly well written.

*The Golden Doors* by Edward Fenton (Double-day), a novel of two young people and their Italian guide and friend, uses the culture of Florence in its plot. In what is essentially a mystery story the author, who has lived in Florence, describes the Ghiberti doors and the famous Italian master painters. Written for junior high boys and girls, the book should be recommended chiefly to the better readers because of its length.

*In Man Against the Unknown* by Joseph B. Icenhower (Winston) we turn from the frontiers of the future to those of the mighty past. Man's exploits in North America, Africa, the Pacific, the Arctic, Australia, and Antarctica are covered in detail. A point of interest is that Captain Icenhower, as a naval officer, has traversed almost all the areas he discusses. We read here also of the Symmes theory of 1818, which claimed the earth to be hollow, inhabited, and open to exploration!

Modern historical novels based on research can do much to illuminate the past by showing how history in action affected the individual. Two outstanding books can be used in this manner for the study of American history. *This Dear-Bought Land* by Jean Lee Latham (Harper), a Newbery Award winner, is a novel about the difficult settlement of Jamestown. Presented with vivid authenticity are the hardships of the ocean voyage, the courage of the first Englishmen on American shores, and the leadership of Cap-

tain John Smith. The action, viewed by a boy of fifteen, should create immediate identification among young readers.

A first novel by Norma Wood James, *Dawn at Lexington* (Longmans, Green), covers five years of the Revolutionary War as experienced by a bookseller's apprentice at Lexington, Fort Ticonderoga, Cambridge, and Valley Forge. All that this young boy values most in life is placed at the service of his country.

For American history, too, a new biography of Abraham Lincoln by May McNeer stresses the personality of the man and his relationships with those close to him. This picture of his humor, devotion, and loyalty to his country should inspire boys and girls alike. The illustrations by Lynd Ward make *America's Abraham Lincoln* (Houghton Mifflin) a timeless book.

Young people discover today's world in five novels with a variety of settings. *The Young Mustangers* by Jonreed Lauritzen (Little, Brown) tells of the daily life of two boys on the Caraloma Range and how they took the responsibility for managing the ranch while their father was gone. The courage required of Michael and Tenn Marriner to conquer fear or capture a wild horse will appeal to boys.

*Wild Geese Flying*, a mystery by Cornelia Meigs (Macmillan), describes the adjustments made by a family moving into a small Vermont community. Values of cooperation among the family and neighbors and the love of nature shared and experienced by the youngsters make this a satisfying novel.

*The Bridge* by Charlton Ogburn (Houghton Mifflin), a beautiful story of the affection between a young girl and her grandfather, may not appeal to those who read for plot alone. For others, regardless of age, who love simple, skillful characterization, the novel can be recommended. Originally published in the *Saturday Evening Post*, it should be an excellent choice for a girl with a flair for creative writing.

*Second Year Nurse*, written by Nurse Margaret McCulloch (Westminster), is a vocational story that illustrates the hardships and disappointments, as well as the rewards of sacrifice and service, unique to the nursing profession.

*Midshipman Cruise* (Little, Brown), Scott Corbett's portrayal of this traditional part of naval training for Annapolis students, has a mature treatment at an easy reading level.

### How We Live Together

Three novels illustrate effectively the impact of one culture upon another. Each may be used to show the young reader how a good book can sometimes explain the interrelationships among different kinds of people and provide a commentary on human values. *Cherokee Boy* by Alexander Key (Westminster) is taken from historical records of the year 1838, when

the U.S. Army removed the Indians from their homes in Georgia and the Carolinas in order to gain their land. The story relates the resistance of a young Indian boy and his family to the demands of the white man.

*Daughter of Wolf House* by Margaret Bell (Morrow) deals with the conflict among Eskimo families, some of whom cling to old traditions while others yield to modern practices introduced by white trappers. Especially beautiful is the account of a young Eskimo girl's approach to womanhood. Here, for example, is the advice given her by Chiefmother: "Do not be troubled, Nakatla. The days past can never be the same as the days to come. Do not regret their passing. Let the summer days follow one another along. No one knows what they will bring. They come laden, in these times, like the canoes of traders from unknown places. Receive what they bring to you."

A book of equal beauty and one that may become a children's classic is *Wan-Fu: Ten Thousand Happinesses* by Alice Margaret Huggins and Hugh Laughlin Robinson (Longmans, Green). This is the story of one of China's desperately poor people who daily face the task of survival. Young Wan-Fu, a beggar, learns how she can escape poverty, illness, and meaningless existence through the avenue of education. Both the authors have lived and worked in northern China.

### The Music of Words

The last selection, *Poems*, by Rachel Field, was nominated by Macmillan. Such poems as "Curly Hair," "Rainy Nights," "Our House," and many others—all illustrated by the author—are meant for the young in years and for the young in heart to read aloud to one another.

\* \* \*

These, then, are the publishers' choices—a rich and varied collection of books that explain man's investigation and invention, his heritage, his world of today, and his dreams of tomorrow. Understandably, some publishers were hesitant to make selections. As one wrote, "You are putting us on the spot. I hope the authors whose books aren't listed won't hate us forever. . . . We wanted to put many more books on the list." In spite of this, the response from the publishers was excellent. To them go sincere thanks for their cooperation in this enterprise and, of course, for the publication of these distinguished books for youth.

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Kenneth I. Taylor, assistant librarian at Leyden Community High School in Franklin Park, Illinois, has had extensive experience in reading guidance with students of all ages in both rural and urban communities. He has also worked with handicapped youth and with Indian children in Wisconsin.



## WORTH A TRY

### Education Dramatized

How do you persuade taxpayers to put education higher on the list of products they like to buy? Tenafly, New Jersey, was faced with that problem last year when the school budget was voted down. The defeat inspired a local citizen, Philip C. Lewis, to write a "docudrama," *We Call to Mind*, that gives the public a broad view of education, its complexities and importance. After the Tenafly Drama Workshop had presented the play at each of the town's six schools, residents agreed that it was "exciting," "moving," and "caused us to see our responsibility."

Although the docudrama has a cast of 49, it requires only "five competent readers and some simple equipment—four chairs, two lecterns, one stool." Scripts may be obtained from Docu-Drama, Box 151, Tenafly, New Jersey, for seventy-five cents a copy.

### O Say, Can You Salute?

When the national anthem is played and the flag is displayed, all those present should salute the flag. If the flag is not displayed, only those in uniform salute. Others stand at attention, facing toward the music. Men remove their hats. When the national anthem is played in a public place over a radio or loud-speaker, it is not necessary to rise.

People often wonder whether it is permissible to wash or dry-clean the flag. Both are correct, but dry-cleaning is preferable, since washing may cause the colors to run. In that event, the flag is rendered unserviceable and should be destroyed.

It is not correct to display the flag in inclement weather.

### Play's the Thing

Is your child physically handicapped? If so, do you wonder whether you're giving him the right play materials to suit his interests, fire his imagination, and train his mind and muscles? You'll

find a multitude of excellent suggestions, plus canny counsel, in a new pamphlet, *Your Child's Play*, written by Grace Langdon and published by the National Society for Crippled Children and Adults. Dr. Langdon, a leading expert on child development, lists toys and playthings by the score, with practical advice on each one. For a copy of *Your Child's Play*, send twenty-five cents to the Society at 111 South LaSalle Street, Chicago 3, Illinois.

### Mental Warm-up

Athletes warm up before a game. Dancers do a few limbering exercises before a performance, and singers vocalize a bit before undertaking an aria. Minds can do with some warming up too, according to research findings at the University of California. Experiments by three psychologists there show that solutions to a big problem come faster if there is a workout first on some easy ones. So—tackle a few simple brain-twisters at breakfast in preparation for the tough ones to come.

### Zero Hours in the Deep Freeze

Even if the foods in your freezer are frozen solid, they still may not be cold enough to retain their original quality. Producers of frozen foods warn housewives to set their freezers at temperatures of 0 degrees or lower. True, micro-organisms cannot multiply in temperatures of 15 or 20 degrees (at which many products are frozen hard), but the foods can still suffer drastic deterioration, losing color, flavor, and nutritional value.

### The Public Sits In

In Houston, Texas, every citizen can have a front seat at school board meetings just by dialing educational station KUHT on his TV set. The station televises each meeting of the board (twice monthly) from 7:30 p.m. until the meeting breaks up. "Most of the meet-

ings end around 9:30 or 10," said a spokesman from the station, "but we've been on the air till well after midnight when a hot issue was being tossed around." In charge of the televised meetings is Harold E. Wigren, director of visual education for the Houston schools. He believes the program has been "a factor in securing passage of several large school bond issues in the past three years." More than 90,000 persons have "attended" a single televised meeting.

### Justice à la Gilbert & Sullivan

California judges are making "the punishment fit the crime" in the case of motorists who litter the highways. Whenever a litterbug is haled into their courts, the judges do not levy a fine. Instead they impose a unique sentence: The culprit must serve a term, ranging from a few hours to a few days, of picking up trash along the highways.

### The Voice of Solace

At any hour of the day or night the despairing, the hopeless, the discouraged of New York City can dial Circle 6-4200 and hear an encouraging message and a prayer. The recorded voice is that of the Reverend Doctor John Sutherland Bonnell of the Fifth Avenue Presbyterian Church. Bearing hope and spiritual first aid to those in need, it goes out from ten telephones in the basement of the church. Church members give "dial-a-prayer" cards to friends, neighbors, and co-workers, who pass them along. In other cities, too, there may be need for a kindly voice to reassure the overburdened in a bitter hour.

### Eyes Right

Serious-minded husbands in Japan have organized a "respect-for-wives" society. Its motto: "We shall not stare at beautiful women in the street."



# A FIRE BUG

**When a child is a problem it's because he has a problem. Johnny was a lucky boy. His parents, with assistance, trailed his problem to its source—and solved it!**

THE MERE SMELL of smoke was enough to send me into a panic. Had Johnny made another fire?

We could control the fire making at home to a certain extent, but how could we be sure he wouldn't make a fire elsewhere—in a lot or a neighbor's yard?

Why we had this terrible problem I didn't know. Our first two children—Bobby, eight years old, and Claudia, six—had never exhibited the passion for fire shown by our five-year-old Johnny. In vain did I reason with him that fires were "Hot!" and that they could cause damage and pain. He had never been hurt by fire; he had received only pleasure from the fires he had made. How could he understand it was "bad" to make fires? Mama and Daddy made fires.

Neither pleading nor threats brought any improvement, nor did spankings help. These things only made his fire making more furtive and therefore more dangerous. His fires became increasingly difficult to discover.

Friends with whom I discussed my problem were divided sharply by their attitudes into two groups—those who said lots of children Johnny's age go through a period of fascination with fires, which is outgrown in time, and those who raised their eyebrows as though both my son and I were mental cases.

#### **Pattern for Perilous Behavior**

Whatever the reason might be for Johnny's obsessive interest in fire, we had to stop his clandestine fire making because it constituted a hazard we could not safely ignore. Let it be said, to my shame, that I did not try very hard to understand why he made fires. I was too frightened or angry to think of anything but forcing him to stop making them. As though I did not have enough to do already, I thought—with a house to take care of and two other children! It was just plain naughtiness as far as I was concerned.

Johnny would stare as if he were hypnotized at any fire he saw. He couldn't be dragged away from a

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# IN THE FAMILY

bonfire or the burning off of a vacant lot or a fire in the fireplace.

At first his fire making was very much out in the open. I would find him squatting on his haunches in the back yard over a little ignited pile of torn papers and sticks, playing, as he said, that he was a cowboy with a camp fire. He would be surprised and indignant when I poured water on the fire he had worked so hard to make.

His biggest orgy came on the awful day I located him by the smell of smoke in our garage. He had taken a whole box of kitchen matches from the house and had a fine blaze going in the piles of old newspapers. Panic-stricken, I put out the fire and then spanked him harder than he had ever been spanked in his whole life. He cried hysterically the rest of the afternoon.

I had failed somehow with my child, yet I didn't know how. Instead of teaching him that it was wrong to make fires, I had made him into a little sneak, one who became more sullen and resentful each time he was punished.

We got rid of all the matches in the house. I kept my cigarette lighter on my person at all times. That was to be the sole source of fire in our house. I felt discouraged, though, about the whole thing. Can you teach a child to stay out of the cookie jar by ceasing to make cookies?

Even this last resort failed. Not long after the garage incident, I found Johnny underneath the stove lighting candles from the pilot light. Two days after that my neighbor brought him home and told me he had started a fire in a nearby lot, which was covered with dry grass. This time he had got the matches from outside the house. Only the presence of my neighbor had prevented the fire department's being called.

"Let's face it," I told my husband wearily that night. "We need help. We are raising a pyromaniac."

Johnny seemed a healthy, happy, cheerful little boy. The only trouble we had ever had with him was this fire making. Even now our disapproval seemed to

mystify him completely. How could fires be dangerous when he had never been hurt except after he made them—and then by me? How could fires be destructive, when houses had failed to burn down as we said they would?

"Why do you make fires, Johnny?" I asked him.

"Because I *need* a fire," he explained, patiently.

The wild idea came to me that maybe I should burn him slightly—on the finger, perhaps—to prove to him that fires were dangerous and that they hurt. Then I rejected this idea, because he already felt persecuted enough. He would merely think I was being cruel, and anyway it would not be the same as if he had burned himself.

## Psychology to the Rescue

In desperation I spoke of the problem to the principal of our school. From him I learned that the public school system maintains a psychologist to help parents when they run into such difficulties.

The school psychologist first interviewed me to find out why I thought Johnny needed help. He asked me for facts about Johnny's age, interests, and health. He asked the ages of our other children and a few questions regarding the interests and habits of my husband and myself. At one point I said indignantly, "But it's Johnny who makes the fires!"

Patiently the psychologist explained to me that when a child exhibits problem behavior it's because he has problems, and those problems arise from his adjustments to his environment. At Johnny's age environment means mainly family.

Next he asked to see Johnny with me present. He gave Johnny a few simple tests, using blocks and pictures, to establish his intelligence and personality traits.

On our next visit he chatted alone with Johnny, in a room full of toys with which the boy was encouraged to play. When a child is too young to express himself well in speech, the psychologist told me, he can tell about himself by the toys he chooses and the way he plays with them.

After talking with Johnny, the psychologist spoke to me again. He told me it is not unusual for a child Johnny's age to be interested in making fires. Fires are beautiful and interesting for a small child to watch—a child just beginning to learn the wonders of the world around him.

The extent to which Johnny had gone in his mania for fire making was, however, an indication of maladjustment. The danger lay not in his interest in making fires but in the exaggeration of that interest.

As the psychologist explained all this to me, he told me that children normally want to do what is expected of them, because of the positive attention they receive through Mother's praise and approval. When they persist in offending in some particular way, then it is time to find out why. It is time, too, for the parents to examine themselves.

I learned that, in a sense, Johnny was a neglected child. Certainly he was clean and well fed. His physical needs were well cared for; it was his emotional needs that were being neglected. If Johnny built a lovely house of blocks, no one noticed it or admired it with him. As long as he played by himself without making any trouble, he was ignored. But if he built a fire—wow!

Johnny was a bright little boy. He had found an effective way to make himself the absolute center of attention. To a child attention means love, and all children have an insatiable appetite for love. Fire making always had the effect of drawing dramatic attention to Johnny, and the small child cannot always distinguish between loving attention and punishing attention. If he doesn't get enough of one, the other will have to do. His fires blazed out the message, "Mother, look at me!"

When I got Johnny "burned up" by scolding him or not noticing him, he wanted to punish me. Yet when he offended me by doing something wrong, he felt guilty and wanted to be punished so he could stop feeling guilty. Johnny had found a bang-up way to resolve all these complicated problems: Start a fire. (You can hide when you start a fire, yet it's a sure thing you'll be discovered sooner or later.)

Still, Johnny was not happy. He told the psychologist, "My mother doesn't like me. I'm a bad boy."

Loving our child, as we certainly did, we found it hard to believe that lack of sufficient attention, or the quick, sharp "No!" without explanation, could cause a child to feel unloved. Yet the psychologist said that not only pyromania but compulsive stealing, repeated running away, destructiveness, or excessive masturbation can develop in the same sort of situation.

After explaining the cause of Johnny's behavior, the psychologist outlined a cure. He suggested that my husband and I set aside some small part of each day for the boy to be alone with each of us—a

time in which he could be "Johnny" and not just "one of the children." He suggested too that we make a special effort to give Johnny attention and praise for the good things he did, instead of saving our notice only for the naughty ones, like fire making.

He urged us to give Johnny every opportunity to make fires legitimately and teach him how to make fires safely and correctly. In this way he could satisfy his urge without feeling guilty and not be impelled to use fire making as an expression of anger and rebellion.

#### Cause Removed, Condition Cured

We have a happy ending for our story. The suggested treatment worked miracles in a relatively short time. The psychologist even made me feel glad that Johnny had exhibited his symptoms in such plainly evident fashion. For this indicated that his troubles were not deep seated but visible at the surface. It is better to have a toothache and know that the tooth needs attention than to have it fail to give any sign at all until too late.

Whenever we had a fire in the fireplace Johnny became our official fire lighter. Alarming at first, I must admit, were the shaking eagerness of his hands and the gleam in his eyes as he held a match to the paper. It was hard to remain placid when I watched him throw even his favorite comic books in the fire, so great was his desire to keep the lovely blaze going. But this turned out to be the way he finally began to realize the destructive nature of fire.

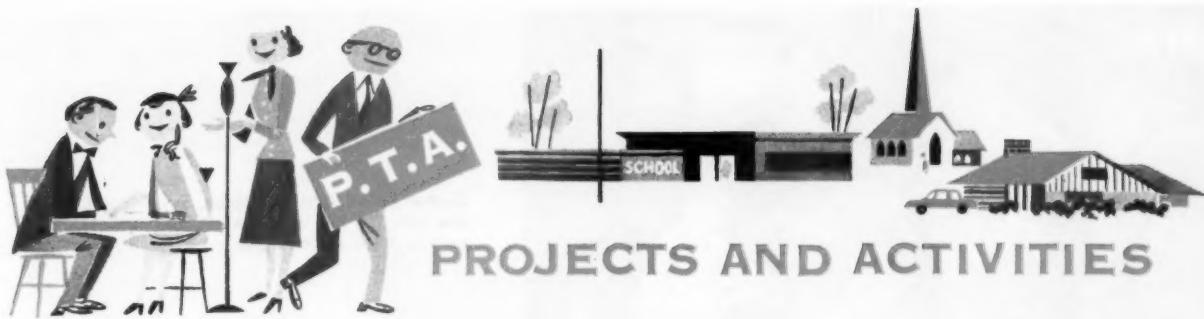
At the start his demand, "Let's make a fire," came many times a day. Even a freshly emptied milk carton would have to be burned immediately. But gradually his interest began to taper off, until an occasional fire in the evening satisfied him, or a barbecued dinner in the back yard with marshmallows for him to toast. We were able to teach him safety measures in using fire properly, instead of making the whole subject taboo. We read books about fire, drew pictures of fire, made fires, talked fires, even watched the destruction of a house by fire. Finally we had exhausted the subject. Johnny and his daddy and I found there were other good games to play besides the fire game.

And I learned that children are not persistently naughty unless there is a good reason.

Our firebug has been tamed. My heart no longer pounds when I smell smoke or hear the sirens of fire engines go screaming by. There is no longer a potential arsonist living at our house.

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Bette Casperian lives in Fresno, California, in a house that, she writes, "is always being remodeled." Her housemates are a husband, two sons, a daughter, and a large black dog. A premedical student in college, Mrs. Casperian is surprised to find herself the women's editor of the Central California Register.



## PROJECTS AND ACTIVITIES

### *A Right-size Project Suits Glencoe*

BUTCHY BAILEY'S FOOTBALL HELMET can't get past his ears. Eddie Stein's ice skates, in perfect condition, are two sizes too small this year. Cindy Inglehardt wants a "cool" new formal for the Soph Skip. How can she possibly wear the dated one that she wore at the Frosh Frolic?

P.T.A. members of Glencoe, Illinois, began to solve these common problems thirteen years ago when they organized a "small-skate exchange." During the war, the enterprise grew quickly to a wartime service for buying and selling almost everything. Its slogan became "Sell the Wrong Size—Buy the Right." For 1945, the first recorded year, profits were \$171.59. Last year business totaled \$14,000!

Nobody remembers who conceived the exchange idea, but P.T.A. minutes disclose that in 1944 the name PTX was proposed by Peter Allport of the fourth grade. The records also note that Peter was rewarded in school assembly with a prize of two dollars.

#### Bedlam and Bargains

The PTX is an organized madhouse every Friday morning of the school year. Mrs. Haddon—its tall, blonde co-chairman, who can handle any situation—says, "Occasionally we've opened on Saturdays at the desperate request of teen-agers with a dance coming up, but once a week is about all we can take."

You can hear the PTX long before you see it. Housed in a basement room of Central School, its walls resound with the old, familiar public school echoes. In the hall you sniff nostalgically the smell of chalk and wet gym sneakers. The noise becomes deaf-

ening as you crowd into a typical bargain basement. Racks of clothes range in size from infants' to men's. Sweaters, shirts, jeans, football equipment, scout uniforms start out neatly stacked on tables at nine in the morning. By noon all is rummage-sale confusion.

The PTX is run by a staff of forty-nine women from the four elementary school P.T.A.'s in Glencoe, headed by co-chairmen Mary Jane Haddon and Betty Robinson Schwartz. Volunteers give one day a week either to the Friday sales force, the Tuesday clean-up crew, or the bookkeeping battalion. Workers who haven't the heart to refuse matted sweaters and clothes that are soiled or faded are "fired." Everything must be freshly cleaned and in good condition.

Three days a year are "pay-out" days, when sellers get checks for their merchandise and the PTX gets 20 per cent of all sales. Articles not sold within three months are reduced to half price unless picked up by the owner. Unsold articles go to charity.

Basing their estimates on representative price lists, workers and sellers determine prices together. Winter coats and jackets sell for from five to ten dollars, the exact price depending on size and quality. Skates that when new cost from twelve to twenty dollars sell here for as little as four. In addition to skates, best sellers are galoshes, warm jackets, and frilly party dresses.

Boys' navy blue "dress" suits are solid items. In a local store they sell for fifty dollars. At the PTX a boy can buy one for fifteen dollars, wear it a year in the seventh-grade dancing class, and sell it without a loss—unless he's an especially energetic dancer. When his eighth-grade voice starts to crack, his lengthening arms and legs needn't jut out of a short suit. For ten dollars he can buy an almost brand-new one.

#### Second Hand Is First Rate

In our town, which is quite prosperous, there is no embarrassment about wearing secondhand clothes. A commuting husband proudly displays his fifteen-dollar English tweed topcoat on the train to Chicago. When a youngster sees her plaid skirt walk into the classroom on one of her best friends, both she and



Central School, Glencoe, Illinois, any Friday at nine a.m. The PTX opens. All is calm, orderly, neat as the proverbial pin.

© E. C. Bonhiver



© E. C. Bonhiver

Central School, any Friday, mid-morning. Caution! Value hunters at work. Do not disturb. Bear confusion calmly.

the new owner are delighted. Mothers eye a snowsuit on a neighbor's child hopefully.

People outside Glencoe appreciate our PTX too. For years they've been coming in from all the neighboring towns. There is one account from Riverside, twenty-five miles away. We are so well established and popular that we even have a shoplifter! Observed but not yet apprehended, she comes, we think, from a nearby fashionable community. What to do about her? Nobody quite knows.

Our PTX is perhaps the first, or at least one of the earliest, of a number of school exchanges appearing around the country. Similar projects have cropped up in several neighboring towns. A Glencoe tripper reports one at the Brearley School for Girls in New York City, and Mrs. Haddon has had a letter from a woman who wants to start an exchange in Shaker Heights, Ohio.

Glencoe P.T.A.'s stopped all other money-raising activities long ago. The PTX amply covers all projects. For example, it finances a bang-up dinner every year for the graduating class, supports a schol-

arship fund, and supplies clothes, instruments, music lessons, and dancing-class fees for needy students. To Glencoe's four bulging schools it has contributed pianos and other equipment that the school budget couldn't be stretched to cover.

Despite menial tasks, crowding, noise, and confusion, more women volunteer for the PTX than for any other activity. Why? The PTX staff has pondered the question and has come out with various answers:

"Maybe because it's so concrete, and we see direct results."

"Perhaps because it's hard-but-fun work. We all get headaches, but we get them together."

"We're so successful. We do a terrific business."

Perhaps another very sound reason is revealed in one worker's statement of a good old-fashioned principle:

"'Waste not, want not.' That's why I like the PTX—because I hate waste!"

—ROSLYN ROSEN

*Central School Parent-Teacher Association  
Glencoe, Illinois*

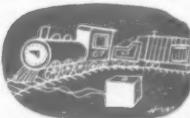
# Growing Up in Modern America

## STUDY-DISCUSSION PROGRAMS

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"A Line on Children's Problems"  
(page 22)



#### Points for Study and Discussion

1. When is a problem not a problem? In other words, when is a preschool child's behavior—the kind that bothers parents—a natural, necessary part of growing up? For example, when a child is learning to talk he often hesitates or repeats sounds or syllables. Sometimes his parents are alarmed and fear that he is becoming a stammerer. Their alarm only makes matters worse. In fact, Wendell Johnson has implied that the best way to turn a child into a stammerer is to label him one, even in these early stages, and make him anxious too.

Another example: Between two and three years of age children often become contrary. They say "No" to almost everything you ask them to do, but only because they are trying to become independent and decide things for themselves. If parents understood this, they would not consider the balkiness of a two-to-three-year-old as a "problem." Instead they would try to give him enough time and freedom to work out many things for himself.

Cite further examples of behavior that at first may seem like a problem but turns out to be the child's way of moving on to the next step in his development.

2. What does Dr. Work say about masturbation as a problem of preschool children? How does his view compare with that expressed by Dr. Benjamin Spock in his newly revised book, *Baby and Child Care*: "From three to six years of age, children are interested in each other's bodies, curious about them, sometimes afraid that something will happen to their genitals. If a child of this age has many other interests and playmates, if he has had his curiosity satisfied, if he is relatively unworried, he is not likely to be preoccupied with sex. If a child occasionally resorts to some sort of sex play with himself or other children, it is best to handle it in a firm, matter-of-fact way—'Please don't do that again'—and to suggest some other activity."

3. The author makes the point that preschool children often look as if they understand what an adult says yet sometimes misunderstand. Give examples of such misunderstanding and try to explain them. For instance, one youngster came in and said loudly, "Godandam!" Instead of being shocked, his father said, "What does that mean?" The child replied, "Jimmy says it means 'Isn't this grand?'" "Well," said the father, "it's better to say, 'Isn't this grand?'" Then everyone will understand."

4. Mothers and fathers are often hurt when a child who seems to love them dearly sometimes suddenly turns against them. Dr. Work gives one explanation of this behavior. What other explanations seem plausible from your experience with preschool children?

5. Explain how the tendency of preschool children to

identify themselves with their parents may have a good and a bad side. How does this tendency put parents "on the spot"? Does it mean they must be perfect—never get angry, provoked, or depressed? If parents always conceal their real feelings from their children, can the children learn how people feel under certain circumstances? Can they learn how their behavior affects others? Won't it make their school adjustment difficult?

6. There are two ways of looking at the problems preschool children have in growing up: First, we can regard them as developmental tasks—things children have to learn before they can go on to the next stage of growing up; second, we can think of them as problems in the negative sense—that is, faults to be corrected or punished. What are the advantages of the first approach?

7. In most cases children can work out their own problems, given time and the right kind of atmosphere. Which of the following responses of parents would you say help children most to solve their own problems?

- Never interfere with a child's activity.
- Always show him the right way to do everything.
- Provide suitable play materials.
- Encourage free play with other children but keep an eye on what is going on.
- Give him just enough help so that he can succeed.
- Don't step in, no matter how frustrated or discouraged he has become.
- Encourage and praise whatever progress he has made.
- Try to see things from the child's point of view.

#### Program Suggestions

• A week or two before the meeting ask members to bring in detailed accounts of just how a preschool child, over a period of time, solved a problem (such as being afraid of low-flying planes or being jealous of a younger brother or sister). Discuss these accounts at the meeting.

• Invite an able nursery school teacher to tell about children's problems she has observed and how they were handled in the nursery school. In the discussion show how some of the same methods may be used, in modified form, at home.

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##### Pamphlets:

Griffin, J. D., and others. *How To Know Your Child*. Mental Health Materials Center, 1790 Broadway, New York 19. New York. 25 cents.

Ridenour, Nina, and Johnson, Isabel. *Some Special Problems of Children—Aged 2 to 5*. National Association for Mental Health, 10 Columbus Circle, New York 19, New York. 25 cents.

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Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

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- Bloch, Donald A., M.D. "Don't Be Afraid of 'Don't'!" December 1953, pages 4-6.  
Strang, Ruth. "From the Child's Point of View." April 1954, pages 10-12.

Films:

- Answering the Child's Why* (13 minutes), Encyclopaedia Britannica Films.  
*Preschool Incidents (No. 1): When Should Grownups Help?* (13 minutes), New York University Film Library.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Practice in Being Global Neighbors" (page 12)



### Points for Study and Discussion

1. In one of his speeches President Eisenhower said that diplomatic discussions between statesmen cannot settle all the world's problems. He urged that we find many opportunities for "people-to-people" discussions, correspondence, and exchange of ideas. Would you say that the 1,118 international meetings which the article refers to might contribute to this purpose? Have you participated in an international meeting by (a) attending; (b) helping a delegate prepare for the meeting; or (c) hearing a report and helping to plan ways of circulating the findings or recommendations?

2. Dr. Smith says that great numbers of young citizens learn in school to understand and appreciate other peoples and cultures. Through which subjects of the curriculum is this done? Through what other school activities? (Which subjects did you omit from your list because you don't feel they contribute to world understanding?)

3. The author says that pupils are—and have been—learning to appreciate differences and likenesses in various cultures. What is the meaning of *appreciate* here? Is it to approve, treasure, admire, evaluate, understand the reasons for? From your own experiences with people of other countries or cultures, give examples of differences and likenesses that you "appreciate."

4. Dr. Smith discusses several ways in which school children learn to practice being global neighbors. What is the difference between knowing about other people and being neighborly? What opportunities have your children had at school to practice neighborliness with people from other countries? Have they had experiences also through their church or home or club activities? (See Ralph C. Preston's book, listed under "References." Chapter 4 has some good suggestions.)

5. In an article "Families Around the World" in the September 1956 *National Parent-Teacher*, Brock Chisholm, M.D., wrote: "No longer can we give them the impression that our culture represents the acme of human development, that whatever is embodied in us and our system is good and whatever is different is bad. . . . If a child has been frozen in certainties—that there is only one good religion, one good social system, one good economic system, one good dollar—what chance has a teacher to help that child grow toward maturity? Very little. It is the parents' task not to create barriers that will hamper the teacher in his responsibility."

In what ways do homes sometimes, through thoughtless talk about world conditions, create a climate of prejudice, superiority, unneighborliness? What have you done, as parents, to explain the unfair statements of other people and to create a climate that will be favorable to global neighborliness?

### Program Suggestions

• Community resource speakers for a discussion of this topic may include an exchange teacher from another country, one of our own teachers who has taught overseas, an exchange student or teacher from a nearby university or college, a delegate to an international conference, or the chairman of a local United Nations club or foreign policy association.

• On this subject the schools will have a great deal to display in an attractive fashion: Junior Red Cross exchange books, special international projects such as an art exhibit, perhaps a new geography curriculum, and so on. An exhibit of books to promote world understanding would be useful. Good suggestions are to be found in an article by Margot Benary-Isbert, "Through Books to Brotherhood," in the October 1953 *National Parent-Teacher* and in an article by Trevor K. Serviss, "Books To Widen a Child's World," in the December 1957 issue.

• The author refers to a fairly widespread practice among schools and colleges—that of conducting model assemblies of the United Nations. If any of your schools have done this, the pupils might like to give a demonstration before your group. A description of the way one elementary school dramatized the U.N. Assembly within the limits of elementary children's understanding is described in *Language Arts for Today's Children* (National Council of Teachers of English), pages 297-301.

• You might like to center the program on the purposes and activities of one international organization—for example, the United Nations International Children's Fund (UNICEF). For this, "Rainbow of Promise" by Marjorie F. Taylor in the May 1956 *National Parent-Teacher* could be read as an introduction to the film *The Children* (10 minutes; distributed by the Film and Visual Information Division, United Nations, New York). The booklet *For Human Welfare* (see "References") also lists films appropriate for programs on the World Health Organization, the Food and Agriculture Organization, Unesco, and others.

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Kenworthy, Leonard S. *Introducing Children to the World*. New York: Harper, 1956.

Pamphlets and magazines:

- For Human Welfare: A Discussion Guide on the Work of the Economic and Social Council*. United Nations, New York. 25 cents.

- Childhood Education*. "Understanding Others Near and Far." December 1957 issue. Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington 5, D.C. See especially the article by Florence Greenhoe Robbins, "Discovering Other Lands," an account of a family's trip abroad. 75 cents.

- Goetz, Delia. *World Understanding Begins with Children*. Bulletin 1949, No. 17. Superintendent of Documents, Washington 25, D.C. 15 cents.

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- Furbay, John H. "World Without Strangers." February 1955, pages 4-6.  
Mason, J. A. "Ambassadors in Blue Jeans." November 1957, pages 8-10.  
Overstreet, Bonaro W. "A World of Neighbors." June 1957, pages 14-16.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duval

"Maybe 'Delinquency' Isn't the Right Word" (page 4)

#### Points for Study and Discussion

1. Sheriff Lohman, an able sociologist, says in his article that "branding a child a delinquent is fully half the delinquency problem." This is a sobering observation, one that should give any responsible citizen pause to reflect on what our attitudes toward youngsters are doing to them. The National Congress' booklet, *What P.T.A. Members Should Know About Juvenile Delinquency*, cites the incident of a youngster who was waiting outside an apartment building for his uncle. An inconsiderate policeman threatened him with the warning, "Listen kid, I could book you, I could. You're a juvenile." How many of us—teachers, parents, neighbors—jump to premature conclusions about what our teen-agers are up to, labeling them guilty before they have a chance to prove their innocence? Is being "juvenile" a crime in itself?

2. Sheriff Lohman reminds us that originally the term *juvenile delinquent* was meant to keep the child out of the shameful classification of "criminal" and "convict." "But today," says the sheriff, "*juvenile delinquent* has become a label as stigmatizing as *criminal* or *felon*. It is likely to have the same effects on the life of the individual." When a youngster is so labeled he is under such a shadow of disgrace that he is likely to go from bad to worse, because he thinks of himself as "bad." "This process of rejection by the community and conflict with law-enforcement agencies is seldom corrected, once it is set in motion. The youngster—and the gang—graduate into new forms of delinquent behavior. The vicious spiral continues at an increasing pace until the first offender comes to look upon himself as a delinquent and thus places himself forever on the wrong side of the law." What, then, are the dynamics by which youngsters become worse, not better, when they are labeled "delinquents," "hoodlums," "wolf packs," or "roughnecks"?

3. How many of the popular myths that your author lists have you heard voiced in your neighborhood? Have you heard the opinion expressed that every youngster in trouble should be treated severely? Be "let off easy"? Be put away so he can't influence others? Can you see the weakness of such popular stereotyped ideas well enough to do what you can, both personally and as a group, to challenge them? If so, this study group session is for you. One of the best ways to rout out harmful, outmoded attitudes is to replace them with sound facts and constructive ways of thinking. So let's get on with the program.

#### Program Suggestions

- Send to your state office or to the National Congress of Parents and Teachers for enough copies of *What P.T.A. Members Should Know About Juvenile Delinquency* so that each member of your group may have one. (It is fifty

cents a copy.) Divide the material in the booklet into sections and ask three members to be responsible for reporting on the first three main sections. The remaining fourth section, "Priority Projects for P.T.A.'s," can be divided into six subsections, which may be shared among six members.

• Plan a panel discussion on constructive ways of preventing juvenile delinquency. The panel could be made up of well-informed representatives of such agencies as the home, the school, the neighborhood center, the Y.M.C.A., the police department, the probation department, the church, and local recreation services. Invite them to discuss what they feel can be done, individually and collectively, to provide the kind of setting for children and youth that will diminish the number of those who get into trouble. Select a moderator who will keep the discussion practical and specific. Leave time for group queries directed to the panel participants and for a free-for-all discussion.

• Many high school students today report that within the school population there are recognizable groups of students who are identified as "the brains," "the country-club set," "the teachers' pets," "the grinds," "the squares," and "the hoods" (hoodlums). Does this situation exist in your high school, and is it a concern to the principal and/or the student council? If so, ask both the principal and members of the council to talk with you about (1) how the morale of the whole school might be mobilized for projects of general interest and (2) other ways in which cliques may be geared to constructive purposes.

• Invite the judge who handles juvenile cases in your community to meet with you and tell you what happens to a youngster in your town who is "picked up" for a first offense. Find out if there is anything more your P.T.A. can do to help delinquent children in your community.

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Redl, Fritz, and Wineman, David. *Controls from Within: Techniques for the Treatment of the Aggressive Child*. Glen-coe, Illinois: Free Press, 1952.

##### Pamphlets:

- Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents each.  
*Care for Children in Trouble* (Report of the California Committee on Temporary Child Care).  
Puner, Helen W. *Children in Court*.

Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.

Strang, Ruth. *Facts About Juvenile Delinquency*.

Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.

*The Effectiveness of Delinquency Prevention Programs*, 25 cents; *Helping Delinquent Children*, 20 cents; *Parents and Delinquency*, 20 cents; and *What's Happening to Delinquent Children in Your Town?* 15 cents.

##### Articles in the *National Parent-Teacher*:

McCain, Elizabeth. "Getting Tough Doesn't Help." March 1957, pages 5-7.

Redl, Fritz. "Who Is Delinquent?" December 1955, pages 4-7.

Walsh, Karin. "What Is the Press Doing to Teen-agers?" September 1956, pages 4-6.

Film: *Boy with a Knife* (19 minutes), International Film Bureau. (To borrow or rent, apply to your state health department, public library, or educational film library.)



# MOTION PICTURE previews



## PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

*From 8 to 12 years*

**The Candlemaker**—UCLA. Once upon a time in an old American village a candlemaker and his young son worked hard at their craft, creating beautiful, straight candles for the whole town to enjoy. One year just before Christmas the father was called away, and it was the son's job to make the Christmas candles for the church. But the boy forgot, and what happened then makes up the plot of this attractively animated short.

Family	12-15	8-12
Good	Yes	Good

### FAMILY

*Suitable for children if accompanied by adults*

**All at Sea**—Ealing. Direction, Charles Frend. With the blood of his seafaring ancestors beating strongly in his veins, Alec Guinness, retired navy man, triumphantly achieves his heart's desire—captaincy of his own ship. Cursed as he was with seasickness, he had never served at sea. But on his new ship, a transformed amusement pier, this disability does not matter. Complications arise when a crotchety old spinster (who later joins forces with him) and irascible town officials decide to do away with the old pier. A thoroughly delightful farce-comedy, with Alec Guinness in top form. It is both cultivated and civilized, qualities rarely found in comedy today. Leading players: Alec Guinness, Irene Browne.

Family	12-15	8-12
Delightful	Very enjoyable	Mature but delightful

**Campbell's Kingdom**—J. Arthur Rank. Direction, Ralph Thomas. Since the English themselves cannot take the melodramatic proceedings in this British "western" too seriously, neither can we. The hero, who is given only six months to live by London doctors, inherits Campbell's Kingdom, a high valley in the Canadian Rockies. The film's badman wants to flood the valley for a dam and alters the official oil survey on the land so that it reads negative. There is plenty of color and excitement as the hero tries to strike oil before the land is flooded. Dirk Bogarde is a hero to end all heroes, and Barbara Murray makes a charming and courageous heroine. Leading players: Dirk Bogarde, James Robertson Justice, Barbara Murray.

Family	12-15	8-12
Entertaining	Entertaining	Entertaining

**Golden Age of Comedy**—Distributors Corporation of America. Excerpts from films of many of the comedy stars of the twenties make up this unusual feature-length production. Laurel and Hardy, Ben Turpin, Harry Langdon, Will Rogers, the Keystone Cops, and Carole Lombard are all represented. Much of the old farcical slapstick is still fresh and funny, but there are scenes that seem wooden and pointless.

Family	12-15	8-12
Amusing	Amusing	Yes

**Merry Andrew**—MGM. Direction, Michael Kidd. This wonderfully wacky comedy forms a perfect setting for Danny Kaye's inspired nonsense. As schoolmaster in a proper and very old English school, Danny cannot subdue his naturally exuberant spirits. He teaches his bewitched students English and mathematics by means of lively song and dance. Then, in hopes of gaining a promotion, Danny goes on an archaeological expedition (of which he is the only member) to discover an ancient statue. Instead he discovers a circus. (He couldn't help it, since the circus tents are pitched over the spot on which he planned to dig.) Through a series of wildly hilarious adventures—as master of ceremonies, inadvertent aerialist, lion tamer, and clown—he at last finds his true vocation. Leading players: Danny Kaye, Pier Angeli.

Family	12-15	8-12
Excellent	Excellent	Excellent



One of Danny Kaye's quieter moments in *Merry Andrew*.

**The Story of Vickie**—Buena Vista. Direction, Ernst Marischka. A frankly make-believe, musical-comedy romance based on Queen Victoria's life as a young girl. The airy goings-on center on the accidental meeting of the young princess and Prince Albert (both incognito) in an inn. Victoria is running away to Paris to see "life" before she chooses a husband, and Albert is rebelling against his fate as he journeys to the Queen's castle to be looked over as a possible bridegroom. Plenty of pretty costumes, pretty color, a pretty girl, and a charming Viennese waltz. Very bad dubbing-in. Leading players: Romy Schneider, Adrian Hoven.

Family	12-15	8-12
Light comedy	Entertaining	Yes

### ADULTS AND YOUNG PEOPLE

**Chase a Crooked Shadow**—Warner Brothers. Direction, Michael Anderson. A taut, well-directed murder mystery, enacted in

a beautiful Spanish seacoast town. When a strange young man says he is Anne Baxter's brother, she becomes suspicious because she has good reason to know that her real brother was killed in a South African automobile accident. Reinforcing his claim through pictures, passport, and other identification, the intruder discharges her servants and brings in his own assistants, making her virtually a prisoner. He also claims a hidden fortune of diamonds. The chief of police wants to help but without proof can do nothing. Terror mounts to an exciting climax and a surprise ending. Leading players: Anne Baxter, Richard Todd.

**Adults** 15-18      **Good mystery**      **12-15**  
**Good mystery**      **Good mystery**      **Good mystery**

**Crash Landing**—Columbia. Direction, Fred F. Sears. A crash landing of a trans-Atlantic plane acts as a catalyst to expose (through flashback) and to resolve a number of the passengers' problems, including those of the rigid, hidebound pilot. A moderately interesting melodrama in which the technical details involved in the plane's crash are possibly its most noteworthy element. Leading players: Gary Merrill, Nancy Davis.

**Adults** 15-18      **Fair**      **12-15**  
**Fair**      **Fair**      **Fair**

**The Deep Six**—Warner Brothers. Direction, Rudolph Maté. Alan Ladd, an artist of Quaker background, becomes a navy lieutenant in the war. As gunnery officer on a destroyer he finds it impossible to kill or to order anyone else to kill. But when a buddy is shot down, anger releases his inhibitions and he machine-guns the Japanese in the expected heroic style. A love story is threaded through the loosely woven plot. Leading players: Alan Ladd, Dianne Foster, Keenan Wynn.

**Adults** 15-18      **Mediocre**      **12-15**  
**Mediocre**      **Mediocre**      **Mediocre**

**Escape from Red Rock**—20th Century-Fox. Direction, E. Berndt. A mediocre western in which two young lovers attempt to escape not only from a lynching mob but from a gang of desperate robbers and a self-righteous sheriff. They are married in a Mexican village, rescue the infant daughter of a couple murdered by Indians, are further besieged by desperadoes and Apaches, and are finally set free. Leading players: Brian Donlevy, J. C. Flippy.

**Adults** 15-18      **Mediocre western**      **12-15**  
**Mediocre western**      **Mediocre western**      **Mediocre western**

**Fort Dobbs**—Warner Brothers. Direction, Gordon Douglas. In his efforts to escape a sheriff and his posse, Clint Walker, western hero, puts on the clothes of a dead man killed by a Comanche arrow and becomes protector of the pretty widow and her young son. There is plenty of Indian fighting, as forts change hands and Comanches form and re-form their lines of attack. Leading players: Clint Walker, Virginia Mayo.

**Adults** 15-18      **Western fans**      **12-15**  
**Western fans**      **Western fans**      **Western fans**

**Gates of Paris**—Lopert Films. Direction, René Clair. A wistful, ironic tale of an ungainly Parisian bum (*Juju*) who believes he is as no-good and worthless as people say he is. Unexpectedly the welfare of a superior and elegant young man falls into his keeping. That the man is a notorious murderer makes no impression on *Juju*. He glows with happiness as he grows in competence, and much of the humor in the film springs from his childishly exaggerated attempts to deceive the police and his friends. When the true nature of the violent young man is suddenly revealed, *Juju* turns on him and kills him. The acting of the supporting cast is excellent, and settings in a poor working-class section of Paris provide an authentic background. Leading players: Pierre Brasseur, Dany Carrel, Henri Vidal.

**Adults** 15-18      **Excellent of its type**      **12-15**  
**Mature**      **No**

**The Green Eyed Blonde**—Warner Brothers. Direction, Bernard Girard. A trite little melodrama describes the inmates of a correctional institution for girls as they lovingly tend an illegitimate baby smuggled into the school by one of their members. Incidents are melodramatic and motivations muddled, although it is generally indicated that the girls are looking for the love and security they never had. Leading players: Susan Oliver, Linda Plowman.

**Adults** 15-18      **Poor**      **12-15**  
**No**

**Gun Fever**—United Artists. Direction, Mark Stevens. A duel to the death between a brutal bandit and his sickly son is pro-

longed through eighty-one minutes of ugly conflict and savage gunplay. Leading players: Mark Stevens, John Lupton.

<b>Adults</b>	15-18	12-15
<b>Poor</b>	<b>Poor</b>	<b>No</b>

**Harlem—Wednesday**—Story Board Production. A vivid visual interpretation of Harlem through the paintings of Gregorio Prestopino is given unity by the jazz musical accompaniment of Benny Carter.

<b>Adults</b>	15-18	12-15
<b>Interesting</b>	<b>Mature</b>	<b>No</b>

**Hell Bound**—United Artists. Direction, William Hole, Jr. A cumbersome scheme to steal a shipment of narcotics fails because the criminal master mind, despite his terrorizing treatment of his assistants, cannot control all the human elements in his plot. Leading players: John Russell, June Blair.

<b>Adults</b>	15-18	12-15
<b>Poor</b>	<b>Poor</b>	<b>No</b>

**I Accuse**—MGM. Direction, José Ferrer. This film about the Dreyfus case lacks much of the dramatic impact of that historic event. José Ferrer gives a scrupulous, nonheroic portrayal of Dreyfus, a French officer who was falsely accused of treason, unfairly tried, and sent to Devil's Island. Conflict centers on the struggle of an army demanding absolute control over its own men and the French government (representing the people), which insists that justice be done to all its citizens. The single spark of real feeling in the film is struck by Zola's reading of his dynamic and courageous letter to the press, "I Accuse." The events that follow are not sufficiently charged with emotion to build up to a powerful and suspense-filled climax. Although this is essentially a cold play, a fine supporting cast polishes off bit parts to perfection. Leading players: José Ferrer, Viveca Lindfors, Leo Genn.

<b>Adults</b>	15-18	12-15
<b>Interesting</b>	<b>Interesting</b>	<b>Yes</b>

**Jamboree**—Warner Brothers. Direction, Roy Lockwood. This little film offers plenty of opportunity for many of the currently popular rock-and-roll stars to perform. Its slender plot has to do with a pair of "radio sweethearts" who are persuaded by warring managers to cut separate records. The air is soon rife with suspicions and misunderstandings. Leading players: Kay Medford, Robert Pastine.

<b>Adults</b>	15-18	12-15
<b>Matter of taste</b>	<b>Rock-and-roll fans</b>	<b>Rock-and-roll fans</b>

**Legend of the Lost**—United Artists. Direction, Henry Hathaway. Stunningly beautiful Technicolor photography of the Sahara desert is by far the best part of this tough, phony melodrama. Rossano Brazzi, presented as someone's idea of a noble-minded Frenchman; John Wayne, hard-drinking, hard-boiled guide; and Sophia Loren, a woman no better than she should be, travel through the desert seeking the Frenchman's lost father, an ancient hidden city, and buried treasure. The dialogue is so crass that it is ludicrous at times. Leading players: Sophia Loren, John Wayne, Rossano Brazzi.

<b>Adults</b>	15-18	12-15
<b>Tough and phony</b>	<b>Poor</b>	<b>No</b>

**The Quiet American**—United Artists. Direction, Joseph L. Mankiewicz. A middle-aged, insular English newspaperman in Indochina feels a strong aversion for a youthful, idealistic American—partly for temperamental reasons but also because the American wishes to marry the Englishman's pretty Indochinese companion. Michael Redgrave is excellent as the man whose prejudice and fear-warped mind make him an easy prey to political propaganda. Audie Murphy does well as the earnest young American whose attitudes still carry the imprint of his boy scout days. The picture, filmed on location in Saigon, is based on Graham Greene's novel of the same name. Leading players: Michael Redgrave, Audie Murphy, Giorgia Moll.

<b>Adults</b>	15-18	12-15
<b>Good</b>	<b>Mature</b>	<b>No</b>

**Razzie**—Kassler. Direction, Henri Cœtin. Traffic in narcotic drugs in the French criminal underground is melodramatically, sometimes shockingly, portrayed in a raw, brutal thriller. Well acted and directed. Leading players: Jean Gabin, Lili Kedrova.

<b>Adults</b>	15-18	12-15
<b>Matter of taste</b>	<b>No</b>	<b>No</b>

**The Safecracker**—MGM. Direction, Ray Milland. A workmanlike if not particularly original little melodrama. Ray Milland, in the role of a highly skilled locksmith and art connoisseur, becomes a thief and is caught and imprisoned. Later, during the war, he is offered his freedom by the army in return for

opening a safe in enemy territory. Leading players: Ray Milland, Dan Dailey.

Adults	15-18	12-15
Fair	Fair	Fair

**Sing Boy Sing**—20th Century-Fox. Direction, Henry Ephron. Our teen-age hero is not given much of a choice in careers in this shockingly cynical, flamboyant picture of the way "big name" singers are made to order. The sensitive young singer, fought over by a callous agent (with vested interests in his voice) and by his self-ordained evangelist grandfather (with vested interests in his sinful soul), has a difficult time. Leading players: Tommy Sands, Edmond O'Brien.

Adults	15-18	12-15
Matter of taste	Mature	Very mature

**Smiles of a Summer Night**—J. Arthur Rank. Direction, Ingmar Bergman. Winner of the comedy award at the Cannes Film Festival in 1956, this picture, made in Sweden, comments candidly on love—almost, if not quite, in the French manner. There is an acceptance of man's lapses in human dignity that seems typical of Swedish films. A middle-aged lawyer married to a young girl—his bride in name only—seeks advice from a famous actress, his former mistress. His son, in the agony of first love, worships the young girl from afar. At the same time the actress begins to realize that she really cares for the lawyer, whom she once rejected. The picture is definitely adult in treatment but beautifully acted and directed. Leading players: Gunner Bjornstrand, Ulla Jacobson.

Adults	15-18	12-15
Matter of taste	No	No

**Tiger by the Tail**—United Artists. Direction, John Gilling. A run-of-the-mill melodrama about counterfeiting. Larry Parks, New York newspaperman, finds himself involved with a gang of international cutthroats as a result of his brief infatuation with a woman member, whom he accidentally kills. He refuses to surrender her diary to the counterfeiters until he has decoded it. Undistinguished production values and a far from admirable hero. Leading players: Larry Parks, Constance Smith.

Adults	15-18	12-15
Poor	Poor	Very poor

## 16MM FILMS

**Development of Individual Differences**—McGraw-Hill. 14 minutes. The effects of heredity and environment on the behavior of two neighboring families are explored in highly interesting fashion as the children pursue their varied activities. Some of these activities demonstrate that "physical differences set sharp behavior limits"; others indicate the ways in which environment determines the "social expectancy" of the child. An excellent film to clarify for parents some of the influences on the child's development.

**Herman Melville's "Moby Dick"**—Contemporary Films. 30 minutes. Seldom have the mood, the sweeping action, and the character of a fictional work been so dramatically evoked as in this film treatment of Melville's famous classic. More than three hundred stunning drawings by the American artist, Gilbert Wilson, photographed to convey a sense of actual movement, depict the quest for the great white whale, as the story is retold by Thomas Mitchell. This film not only provides rare entertainment but represents the best in American literature and contemporary art as well.

**Indians of Early America**—Encyclopaedia Britannica Films. 22 minutes. The amazing contrasts in the ways of life, habits, and customs of various Indian tribes before the coming of the white man are presented with great authenticity. Accenting the fact that "the land shaped the pattern of their lives and beliefs," the film describes four major regions of the country and the Indians who inhabit each: the eastern woodlands and the highly organized Iroquois; the midwestern plains and the buffalo hunting Sioux; the Southwest and the Pueblo villages; and the Northwest and the Chinook fishermen. Informative and entertaining for adult groups as well as for students from the upper elementary grades to high school.

**The True Story of the Civil War**—McGraw-Hill. 33 minutes. This prize-winning documentary film uses no actors; it relies instead on remarkable old "wet-plate" photographs made by Matthew Brady on the field of battle, newspaper cartoons, and other documents from the war years. It achieves reality and cohesiveness in depicting the causes, some of the great battles, and the consequences of the bloody struggle. The script is read by Raymond Massey.

(Continued from page 10)

of seniors on day-long field trips to half a dozen colleges and universities throughout the Bay area. Students meet the admissions officers, listen to orientation talks, ask pertinent questions. Finally the counselors advise them in applying for admission and, when warranted, for scholarships or financial aid. Whether so many George Washington High School graduates go on to college because they are well prepared and oriented can only be surmised. But the number who do—usually between 75 and 80 per cent—soars far above the national average for city high schools.

## Character Counts Too

When Schmaelzle uses old-fashioned words like "will power and self-discipline," he finds peculiarly interested listeners in his second-generation Americans. Taught by their parents to regard schooling as a privilege, these youngsters come to school imbued with a dogged determination to get the most out of their lessons. One striking example: Of the three hundred Chinese youngsters in school, easily half leave George Washington at the end of their full school day and hasten back to Chinatown for three hours' additional instruction—Chinese history, literature, and the scholarly Mandarin language and calligraphy. Nobody doubts the impact of such self-discipline.

When George Washington High teachers voted to give a mark in citizenship each semester, Schmaelzle wondered how to give the old concepts of good citizenship some fresh meaning. But his student council, which manages all student affairs, took care of that. The council asserted that any student who aspired to be a leader of any kind must have a satisfactory mark in both citizenship and subject matter. Naturally, students learn to make mighty sure of their own impeccability, not to mention their favorites', before they aspire to office or begin plumping for somebody else. Interestingly enough, three of the last four presidents of the student council have been members of minority religious or racial groups.

Encouraged to act autonomously, the student council fools the principal now and then by taking action more drastic than he would dream of. Last year, after warning students without any success to keep litter off their beautiful campus, the council suddenly clamped down and declared "closed campus" for a week—which meant that students were confined to the building during their lunch hour. Schmaelzle grins in recollection. "I was appalled. Keeping twenty-six hundred high-spirited kids caged up during their leisure took some doing." But student patrols managed without a single ruckus, and the campus of George Washington has been neater ever since.

"Students' desire for standards is often underestimated," Schmaelzle observes. "Don't sell young people short. They point out great moral lessons on attitudes."

Whatever the combination of factors that makes for mature teaching and learning, George Washington seems to have it. Schmaelzle's self-reliant teachers, reacting with the same headlong appreciation as his self-reliant students, have walked the extra mile, given the extra ounce of effort. In this atmosphere the queer student is the one who doesn't really try.

Frances V. Rummell was formerly with the U.S. Office of Education and more recently served as coordinator of magazine information for the Department of Health, Education, and Welfare. Miss Rummell has contributed many outstanding articles on education to national magazines. She is now education consultant for the Reader's Digest.

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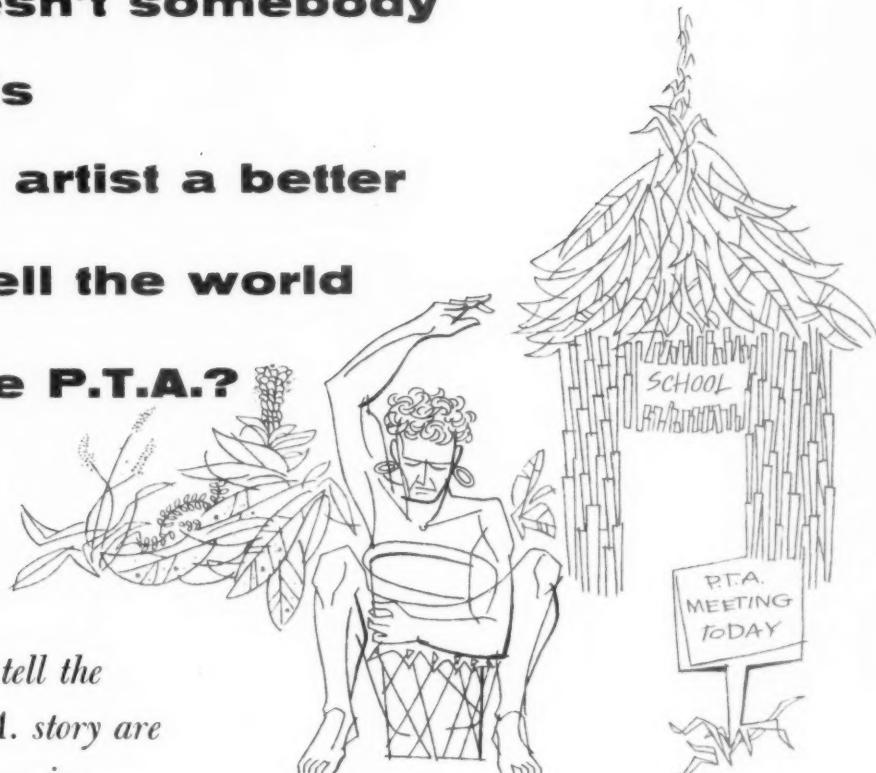
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